

REPORT OF THE COMMITTEE OF INQUIRY
INTO NON-CANADIAN INFLUENCE IN
ALBERTA POST-SECONDARY EDUCATION

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MEMBERS OF THE COMMITTEE

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C H A P T E R I
I N T R O D U C T I O N

A. TERMS OF REFERENCE

The Minister of Education for the Province of Alberta appointed this Committee of Inquiry into Non-Canadian Influence in Alberta Post-Secondary Education to study:

1. The reason for the present distribution of non-Canadian personnel in the different sectors of Alberta post-secondary institutions.
2. The relationship that does exist, and that ought to exist, between the production of graduates in Alberta post-secondary institutions and the personnel needs of Alberta post-secondary institutions, private industry and government.
3. Influence on Canadian content in programmes of study in Alberta post-secondary institutions.
4. Ways and means by which Alberta post-secondary institutions could develop a greater number of programmes of study having concern with, and application to, Canadian problems.

B. THE REASON FOR THE INQUIRY

Until 1968 the general academic community, government and business encouraged both national and international interest in education. With a new rise in Canadian nationalism and the appearance of many graduates of an expanded graduate programme on the academic market at a time when most post-secondary institutions were no longer expanding, came a cry from certain members of the academic community deploring foreign influences on Canadian universities. The point of view of the most militant members was put by Professors Robin Mathews and James Steele of Carleton University in their

book The Struggle For Canadian Universities. At the same time a number of unemployed students became extremely vocal and their position was put before the public in such pamphlets as I am an unemployed Ph.D. Besides these pressures from within the academic community came the rise of the Committee for an Independent Canada. Although many of the members of this Committee come from within the academic community, others come from without, and they have added their voices to the clamour for "Canadianization" of Canadian universities.

C. THE COMMITTEE

Any inquiry into "Non-Canadianism" in Alberta Post-Secondary institutions was bound to be met with emotion. On the one hand those who took the nationalistic viewpoint expressed it with vigour. On the other hand were those who saw no great cause for surprise or alarm and those who feared invasion of privacy or loss of academic freedom. Some academics even looked upon the Committee with horror. Some American academics had been at American universities during the hearings of the late Senator McCarthy, and, as a result, there were some suggestions of "McCarthyism". It is noteworthy that the universities in Alberta have had absolutely no government interference in the sense of directing courses or course content. Any inquiry implemented by the Minister of Education was bound, therefore, to be looked upon as an encroachment on academic freedom and to be met with resistance from those within the academic community.

It is also to be noted that, with this background, the Minister appointed the Committee with a majority of members from within the academic community. Of these four, two were Canadian-born, one is a naturalized Canadian, and one is a Canadian graduate student who took a portion of his post-secondary education in the United States. Of the other three members,

one is a practicing lawyer who taught as a sessional lecturer for twenty-one years at the University of Alberta, one is the president of the women's section of Unifarm, and one is the president of an oil company.

D. BACKGROUND

Post-Secondary Education at the University level in Alberta was limited to the University of Alberta until the 1960's. By the academic year 1927/28 the full-time students at the University of Alberta numbered only 1,136 and the full-time faculty was 93. Ten years later the student body had grown to 1,908 and the staff had increased by 8 to 101. By 1944/45, the last year of the war, enrollment had dropped to 1,597 and the staff numbered 140. Ten years later the student body was only 3,599 and the staff 233.

During this entire period only two universities in Canada, McGill and the University of Toronto, had large well-developed post graduate schools, while a few others like Queens, Laval and the University of British Columbia were making substantial progress. McGill had strong graduate training in science, but little in the way of programmes in the humanities and the social sciences. The University of Toronto had attained excellence in science and fields like history, English and classics. From these two universities came many of the academic staff of the University of Alberta.

The University of Alberta remained static for a period of twenty years because of the great depression commencing in 1929 and the second World War. As a result, a whole generation of scholars were lost. There were few or no opportunities for the injection of new blood into the academic staff.

Later in the 1950's, with the post-war baby boom about to descend upon the University of Alberta, expansion became inevitable. And the policy

of government interacted with the natural growth that the University of Alberta would have experienced in any event. That policy was to open the door of the University of Alberta by making financial assistance available to qualified students and at the same time reducing entrance requirements. Thus the change in policy, coupled with the natural growth in numbers, made it essential that the university system in Alberta expand very substantially, very rapidly. Soon three new universities were established, Calgary, Lethbridge and Athabasca.

At the same time there were similar developments in other provinces. An explosion in the number of students, the development of new universities, the expansion of old ones, and an enormous increase in physical plant and in the courses offered, occurred throughout Canada.

The Canadian situation in the past twenty years is indicated by the figures: ^{1.}

	1950	1955	1960	1965	1970
Number of faculty	5,912	6,474	9,200	14,300	22,991
Number of students	74,273	68,320	101,934	178,238	298,450

E. THE APPROACH OF THE COMMITTEE

The Committee decided that the hearings should be conducted on a basis of informal discussion with all parties who either wished to, or were invited to, appear. The Committee sought facts and opinions from the universities, the community colleges, the institutions of technology, the professions and the public. In all cases the Committee asked for facts and opinion based upon facts rather than rumour. The Committee has attempted to approach the problem presented by the terms of reference with fact and logic rather than prejudice and emotion.

^{1.} D.B.S. #81-204, 1969/70 Table 2, p. 18.

D.B.S. #81-211 (Tables on Teaching Staffs).

Soon after the Committee began its work it became apparent that the universities were the most sensitive area of the inquiry. To make certain that the position of the universities was fairly put to the Committee before allegations were made against the universities, the Presidents of all three universities were invited to appear at the public hearing in Calgary, Lethbridge and Edmonton before other groups, departments or individuals presented their briefs. Throughout the hearing no-one was asked to swear to any fact, and discussion took place on a "give and take" basis. Those people who appeared before the Committee who took a strong position on either side of the case had put to them the opposite point of view to give them an opportunity to discuss and explain why the point of view opposed to their own was wrong. Although briefs were requested in advance, anyone who wished to appear at hearings, with or without a prepared brief, was given a chance to be heard on any subject relevant to the inquiry. The Committee also desired the opinions of students, and asked for a survey among students at the universities. Their views are included in both the written and statistical part of the report. The Committee is grateful to all those who appeared and participated in the discussions and survey.

In order to satisfy the terms of reference, it was necessary to obtain the citizenship of all faculty members of the three Alberta universities. Unfortunately, the University of Alberta did not have the citizenship of its academic staff in its permanent staff records. The Committee was advised that a number of members of the academic community would not answer a questionnaire as to their citizenship because they considered such an inquiry as an invasion of their privacy. The Committee was further warned that a statistical or sampling approach would be highly inaccurate, and that precise information was necessary on a 100% basis before any conclusions could be drawn.

It would have been possible to obtain information as to citizenship by simply calling on oath each and every member of the academic staff of the University of Alberta and require him or her to answer questions as to citizenship. The Committee felt that this sort of compulsion was unwarranted and would utterly defeat the purpose of the Committee. Accordingly, computer runs were obtained from the University of Alberta and the University of Calgary and these were fed into the Department of Citizenship computer in Ottawa. Although the resulting figures did not arrive until the 5th of August, 1971, the Committee felt that, in the interests of accuracy and to preserve individual anonymity, the delay was justified.

The Committee's recommendations and observations represent the viewpoints of its members. While certain parts of the material are not fully acceptable to all members of the Committee, the report as a whole represents a general consensus among them.

F. THE HEARINGS

Briefs were submitted by organizations, institutions and members of the public. In addition well-advertised public hearings were held in Calgary, Lethbridge and Edmonton.

Except in one case in Lethbridge, all persons wishing to appear were permitted to do so and to present any brief they wished. In Lethbridge the Committee rejected a portion of a prepared brief from students at the University of Lethbridge some five minutes before the public hearing because it concerned matters not within the terms of reference. In fact no advance briefs were given to the Committee from the University of Lethbridge or any members of the staff, with the exception of factual information and a brief on behalf of the Committee for an Independent Canada. In Lethbridge a portion of the academic staff and student body chose to attack the Committee

and its members rather than advance fact and argument on the subject matter of the hearing. The Department of English declined an invitation from the Committee to appear, although individual members of that department did appear and make representations. Unfortunately, this left the Committee with only one side of the situation in Lethbridge.

G. OTHER POST-SECONDARY INSTITUTIONS

The Committee actively sought out other post-secondary institutions in Alberta such as NAIT, SAIT and the various community colleges. Consultations with these institutions showed a very close contact between industry and the technical schools. It would be fair to say that these institutions appear to be purely Canadian, and that no further reference need be made to them. The question of transferability from the junior colleges, in particular from Mount Royal College and from the Lethbridge Community College, was discussed. It is the Committee's understanding that this matter will be dealt with by negotiations separate from its work.

H. THE VISITING PROFESSORS' TAX EXEMPTION

The Committee has earlier reported to the Minister of Education on the fact that a number of non-Canadians entered Canada as landed immigrants and stayed in Canada while, at the same time, claiming and receiving tax exemption for a period of two years on the ground that they were "visiting" professors. The tenor of all representations submitted on this point was that this tactic created an unfair advantage to non-Canadians competing with Canadians in Alberta's educational system. In conformity with the position taken by the presidents of both the University of Alberta and the University of Calgary and by numerous others, the Committee recommended that the tax concession only be granted to real visiting professors, and that it not be

used as an inducement for non-Canadians to come to Canada and get more spendable dollars from a job. It is to be noted that, in this regard, President Wyman warned the Deans and Department Heads that this practice should stop, and it is the cause of much dissatisfaction from Canadians who are paid on an equal basis with visitors who stay, and yet who are subject to income tax.

I. THE UNIVERSITY VIEW

Both President Wyman of the University of Alberta and President Carrothers of the University of Calgary made personal statements to the Committee. They made it clear to the Committee that they were speaking personally, as they could not speak for the University.

Many people appeared to speak for the universities. It became obvious that "participatory democracy" is followed at the universities. Numerous committees and councils, and faculty, departmental and student authorities, have become involved, and share in exercising authority, speaking for universities and defending various autonomies. This in part, of course, was caused by the enormous expansion and the great demands placed upon administrators of universities. It was also caused by academics and students alike wanting to participate meaningfully in decisions, thereby diluting the overall authority of administrative officers and councils. Thus the Committee received many views from the universities rather than one official view.

J. THE ROLE OF GOVERNMENT

Those who lived in Alberta in 1935 and for a few years after will recall the fear that a new radical government was likely to interfere with academic freedom. The truth of the matter is that the universities of Alberta have been free of governmental direction. The universities have largely been self-governing, and properly so, and the role of the government has been to

provide the finances to allow the universities to grow and to serve the province.

It is apparent that if a Committee such as this were to advocate government intervention into the internal operation of the university that this condition might not continue to exist. Bearing in mind the perils of recommending any government interference with the universities, except from a financial point of view, it appears to the Committee that it would be much more useful to point out to the universities where the shortcomings might be and thus enable the universities to deal with the matters themselves.

CHAPTER II

STATISTICAL DATA

The Committee was asked to describe the citizenship of instructors and administrative personnel in Alberta's post-secondary institutions. The following tables indicate what the Committee has found:

TABLE I

ALBERTA UNIVERSITIES: CITIZENSHIP OF ACADEMIC STAFF AS OF AUGUST 1, 1971 ^a

	<u>Canadian</u>	<u>Non-Canadian</u>	<u>% Non-Canadian</u>
University of Alberta	911	608	40%
University of Calgary	317	390	55%
University of Lethbridge	<u>70</u>	<u>53</u>	<u>43%</u>
	1298	1051	45%

^a Academic staff here refers to full time members of teaching and administrative staff of a rank of lecturer or higher eligible for permanent appointment. This compilation was based on the assumption that those born in Canada were Canadian citizens. Obviously some native-born Canadians may have assumed citizenship of another country, but they are not numerous. These figures are courtesy of the universities and the Government of Canada.

Detailed information on citizenship status of staff by faculties and department appears as Table A-1 in Appendix B.

TABLE II

ALBERTA PUBLIC COLLEGES: CITIZENSHIP OF TEACHING AND ADMINISTRATIVE STAFF AS OF 1970-1971 ^a

	<u>TOTAL STAFF</u>	<u>CANADIAN</u>	<u>NON-CANADIAN</u>	<u>NOT STATED</u>
Grande Prairie	26	88.5%	7.7%	3.8%
Lethbridge	56	89.3%	10.7%	0
Medicine Hat	26	69.2%	27.0%	3.8%
Mount Royal	144	77.2%	22.8%	0
Red Deer	<u>53</u>	<u>88.7%</u>	<u>11.3%</u>	<u>0</u>
	275	82.2%	17.1%	.7%
	<u><u> </u></u>	<u><u> </u></u>	<u><u> </u></u>	<u><u> </u></u>

^aExcludes Grant MacEwan Community College because it is now in the formative stage. Data supplied by the colleges.

TABLE III

TECHNICAL INSTITUTES: COUNTRY OF
EDUCATION OF TEACHING STAFF AS OF 1968-1969^a

Received major part of
secondary education in

	<u>Per cent</u>	<u>Number</u>
Canada	79	455
United Kingdom	10	58
Europe	7	42
United States	2	10
Other	3	17
	<u>100^b</u>	<u>582</u>

^aBased on data from:

A.J. Tod, Staff Characteristics in Post-Secondary Institutions in Alberta, Alberta Colleges Commission, 1970, pp. 157-162

^bPercentile sum not equal to 100% due to rounding of Percentiles above.

TABLE IV

ALBERTA UNIVERSITIES: CITIZENSHIP OF
ACADEMIC ADMINISTRATIVE POSITIONS AS
OF AUGUST 1, 1971

	<u>Canadian</u>	<u>Non-Canadian</u>
University of Calgary	74 (63%)	44 (37%)
University of Alberta	307 (77%)	90 (23%)
University of Lethbridge	18 (69%)	8 (31%)
Totals	<u>399 (74%)</u>	<u>142 (26%)</u>

TABLE V

ALBERTA UNIVERSITIES: CITIZENSHIP
OF ACADEMIC STAFF BY SUBJECT

	<u>Canadian</u>	<u>Non-Canadian</u>
Agriculture	65.2	34.8
Arts	39.1	60.9
Commerce	51.6	48.4
Education	63.3	36.7
Engineering	66.2	33.8
Medicine, dentistry & nursing	70.0	30.0
Physical Education	80.6	19.4
Science	43.8	56.2
Other	76.1	23.9
	<hr/>	<hr/>
Total	55.3	44.7
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C H A P T E R I I I

ACADEMIC RECRUITMENT AND INTEREST

Recruitment policies vary among categories of universities according to the supply of, and demand for, faculty. Some basic practices are generally followed, however, as universities seek the kinds of professors they need from a variety of sources. The following steps are usually taken:

1. Those in charge of hiring will try first to attract an established scholar from another university--a well-known senior man or a brilliant junior professor or graduate student--especially if they learn such a person may be receptive to an invitation to move because he has been long enough in another university, because conditions are not satisfactory there, or because he wishes to move to another city, a more prestigious university or a better department. This first step is as essential in university hiring as it is in business, government or other enterprises. It is especially important in, although not limited to, appointments to senior positions.

2. Those hiring will generally consult eminent authorities in the field concerned who train the best graduate students or who know where the best men are located. Every field has its leaders, and their help and recommendations are valuable in indicating both strengths and weaknesses of prospective candidates. Leaders who do this kind of thing well are not numerous, however, and it is part of the ability of those who hire to know who they are and how to secure their help.

3. Those who hire may also advertise in educational publications which are read by large numbers of professors and graduate students. This step is a useful one because it may provide the searchers with possible candidates of whom they may otherwise not hear, and because it may give many

prospects notice of vacancies and opportunities to present their credentials. There is one important limitation about advertising. It should not be the only tactic, but should be accompanied by steps 1 and 2. The best men among established scholars rarely answer advertisements; they do not have to look for jobs at all, except perhaps when there are few available; the jobs usually seek them. Even in periods of limited jobs, the established scholar and the excellent junior will often have invitations and be on everyone's short list. A university should accompany its advertising, therefore, with a careful search in the right places, and it often must do the same kind of searching a party leader or organizer must do to persuade the best candidates to offer their services. There is also an essential requirement of advertising. Every reply to be considered must be examined carefully, and those hiring must know, or find out, the reliability of the references and letters of recommendations and the credentials of the universities and departments from which the candidates come.

4. The result of these steps is a "long list". A Committee will grade the applicants and make a "short list". The short list may be shortened further and then arranged in order of preference, probably after consultation with members of the department concerned and the dean of the faculty. What happens to the short list depends on the university, the employment situation and the attractions of the job. The first man on the list may accept the offer. None on the list may accept, and the Committee may have to return to the long list and make a further selection. Needless to say there may be no list at all in periods of acute shortage of candidates and a very long list when the supply is great. Indeed, the job may have to be left vacant if the supply of available personnel is small. The availability of able personnel depends, not only on the supply, but also on the quality and reputation of the

university and the department concerned. The better the university the nearer the top of the list will the candidate be found; indeed the better will be the list itself.

Much of the success of the recruiting process depends on who does the recruiting. Some people are very good at it; some are not. In most instances a hiring committee is appointed; sometimes a whole department will participate in the search for candidates. When the short list is prepared, however, some universities see to it that the right person is selected to approach the nominee, perhaps a professor or department head, perhaps a dean or the president himself. Some universities are not so careful, and lose opportunities of getting able staff by making the wrong approach through the wrong people. This point is noticeable, for example, in the history of newer universities, and it lurks among the staff problems which give rise to contemporary criticism.

The techniques used in recruiting depend also on the time available. If, for example, University A hires a professor from University B in the spring, University B will not have time to go through an elaborate procedure to secure a replacement, but will have to rely on a quick means of finding the best person then available. In normal times this arrangement is not difficult for the better universities who have a waiting list of applicants.

A major question in recruiting is how widely should the net be cast. Should a university search beyond a nation's boundary? Or should it limit itself to its own country? There are so many variables that it is impossible to answer definitely. Nevertheless, the pursuit of "the best", which is obligatory for institutions that want to be real universities, must have ample scope to range widely wherever the best may be found. Knowledge and the search for it know no boundaries, and any educational authority or university that erects fences does so at its own peril. There are two reasons.

One is the impelling urgency requiring men to know with sympathy one another's countries, cultures and systems and to exchange their social and scientific ideas. The second reason is the fact that fence-building becomes habit-forming. Fences between nations and peoples can be followed by fences between states or provinces, fences then between regions and cities, and then between classes, religions and other groups. Parochialism is pernicious and shortsighted to both mankind and the tiniest village; to a university it is fatal. It is also true that the neglect of local gardens in the interest of distant pastures is a disservice to the nation and the world of knowledge.

There are variables to this basic principle of university education. But they are variables, and in consideration of them, the basic principle must not be forgotten or impaired.

The variables are well-known: the ability of universities to attract able scholars from other countries, the ability of foreign scholars to communicate, the hospitality and tolerance communities are able to show people from other lands, the adaptability of those who take positions in countries other than their own, and the nature of the subject being taught (medicine as compared with sociology, for example). The most important of all, however, are the supply of, and demand for academic staff in a given country, and the knowledge of the country's own scholars of what is going on in their fields in other lands. The effects of supply and demand are obvious. The effects of academic parochialism are not so well-known, which is a pity, because he who knows his field only in relation to his own country knows very little and has no real understanding of even his local interest.

Casting the net widely does not mean, however, concentrating on distant water and ignoring good fish near the boat. A good fisherman will always make both long and short casts. The same strategy applies in hiring professors. The best ones are not always to be found in other countries, and local talent

may stand up well by any comparison. On the other hand, the local talent must exist as talent, and the standard must be acceptable.

Here we face a basic problem. What is "the best" and what are acceptable standards? The answers are elusive, obviously, but one thing is clear. Universities, departments and courses within universities, as well as professors, vary in quality just like most other institutions and groups of people. It is a great mistake to deal with university education as if one institution, course or professor were just as good as another. There is no way to standardize them; indeed if standardization were possible it would be frustrating and fruitless. By and large, then, the best staff available to a given university depends greatly on the quality and recognition that university enjoys in the world of learning. The great university will have first choice; the weak one will take the pickings, a fact which is common to institutions of all kinds outside education. Size is not the determining factor here; comparatively small universities are among the best; and there are large ones among the weakest. Moreover, Gresham's law operates once quality is neglected; weak professors and students drive out good ones. Furthermore, in a great university all departments are not necessarily of the same standard as the university itself.

Considerations of the "best" are illuminated by a statement of the Canadian Association of University Teachers:

The principal criterion to be used in engaging a professor must continue to be his competence in the broad sense of his capacity to carry out the functions for which he was engaged. Competence thus includes not only his promise and ability as teacher and scholar, but also those qualities which affect his performance within the Canadian university community. In areas where a familiarity with things Canadian is important, as for example in Canadian history or government or literature, then competence requires that knowledge. Such knowledge is not confined to Canadian citizens, although it may require residence and study in Canada.

Recruiting staff depends also on the nature of the community in which the university is located. Local pride in, or apathy or hostility to, the university contribute greatly to its fortunes, and these attitudes are not necessarily related to the size of the community. A university is one of the great assets of a community, but the latter must do its part to nourish it and make itself a place where professors and students want to live and work.

A further fact of recruitment must never be neglected. The university which makes a habit of hiring its own graduates seals its doom. Known as "eating its own young" or "academic inbreeding", this practice encourages a limiting of viewpoints and talents among the faculty which, in effect, puts educational blinkers on the students. Good universities rarely hire their own directly from their own graduate schools; the exceptions are successful because they are exceptions. They more often let those they want go to other universities to get broader training and experience and hire them back much later if they wish and can. They nearly always seek to have a faculty which represents a wide and healthy diversity of university backgrounds and traditions.

Two overriding variables affect the entire recruiting process. One is the quality of the university. By and large the best staff seek appointments to the best ones, whether big or small, and the best universities often have waiting lists of applicants and can be particular about whom they seek. At the other end of the scale the weak universities enjoy no such reputation, and they must either work very hard at seeking the best people or be content with lower quality in their faculty. They should be particular in their selection, especially when they are starting out, because weak staff members show up more in small faculties and, when helping in the appointing process, they are rarely inclined to seek out people of higher quality than themselves.

The second overriding variable is the supply of and demand for professors. When universities expand rapidly in size and increase in numbers, the openings are so numerous and the pressure so great that literally anyone with the barest minimum qualifications can get appointments. When jobs are scarce, on the other hand, even the best people may be unemployed for a while. In the first instance university hiring practices are lax--someone, anyone will do. In the second instance the whole process is tight and complicated. In the first instance search for staff encompasses the world, and everyone agrees it should. In the second instance the pressure of unemployment provokes a shortening of the range of search.

Recruitment in Canada

Canada's experience and efforts in graduate studies were limited in most fields and non-existent in others before the last war, and her universities had been importing professors from other lands since they were established. They had also been sending countless students abroad to be trained. The post-war years brought three important new experiences. There was insufficient staff to handle the enormous expansion. The nation, which had long been using other countries' facilities for training her students, and whose students had enjoyed foreign scholarships, was asked to open her universities to foreign students and provide scholarships open for international competition. And most academic disciplines opened up whole new areas of interest which were international in scope, encouraged by the holocaust of war and the demands of peace. All three experiences were thrust on the universities, not only by events, but also by the massive and insistent demands of governments and the public.

The universities throughout Canada responded quickly and heroically to these experiences and the demands behind them, and the result furnishes a proud and exciting chapter in the nation's educational history.

As with all well-doing, a reaction set in. Discussion arose about cost and the number of non-Canadians on the faculties, and undoubtedly some errors and difficulties occurred. The inescapable facts are that the expansion had to cost money and it could not have taken place at all without a large influx of scholars. The costs have been more than justified by the contributions of the new university facilities to the youth of Canada and to her industry and public life. The work of the foreign scholars is justified by both the very existence of the new facilities, and, in many instances, the fresh import of new talent, technology and ideas which both added to and strengthened Canadian academic resources. Events of the 1950's and 1960's moved so fast and so colourfully that there was little time for appreciation of all the miraculous and beneficial university achievements.

Meanwhile the "brain drain" was taking place. Expansion was going on in other countries too, and their universities were attracting numerous professors and graduate students from Canada. Governmental and university authorities made valiant efforts to stem the tide and "retrieve" departing personnel because they knew the weakening consequences of exporting ability. These efforts enjoyed only modest success, and an active policy was followed of reversing the brain drain by importing ability to off-set it. Thus the tide was slowly but steadily reversed.

The recruitment of university faculty was determined by these events. It was conducted on an international scale; it had to be. University authorities travelled widely to seek new professors, just as did teams from provincial departments of education, which went abroad annually to find school teachers. The hunt for mathematicians furnishes an illustration. Mathematics was a requirement for many students in all faculties, and huge classes, particularly of freshmen, had to be serviced in all universities. New

universities had to hire mathematicians en bloc. But where were they to come from? Canada did not have them, and her graduate schools were so pressed that every graduate student in mathematics had numerous offers of employment long before he graduated. Indeed offers of jobs from the public schools were so enticing and insistent to even freshmen and sophomores that it was difficult to keep many students long enough in university to graduate. When they did they were often snapped up at high salaries by business and industry and thus lost to university teaching. Nevertheless, mathematics professors had to be found quickly in large numbers, and they were found in many countries. The Mathematical Congress of Canada itself combed Canada and searched abroad. In these circumstances, numerous foreign mathematicians joined Canadian ones to satisfy the demand and to develop Canadian graduate facilities in mathematics to the point where universities could train new mathematicians for business, industry and education.

A similar situation prevailed in most university departments and it was usually aggravated by special unavoidable circumstances. In English, for example, sharp increases in enrollment, often unpredictable, made hiring desperate and chaotic. A university often learned in early summer that it would have a thousand or two more students than had been anticipated, and, since many of these had to take English, a dozen or so new English instructors would have to be secured at virtually the last moment. Another example was new and growing medical schools, for which Canada had few professors on hand for complicated new subjects. In most other departments new fields and old fields new to Canada, like astrophysics, comparative government and oriental studies, added exciting dimensions to the curricula.

It should be pointed out that the time at which a university service was established often dictated the proportion of staff members who are Canadians. There is a much greater supply of Canadians in old, well-established fields

than in new fields, in, for example, agriculture, dentistry, nursing and some branches of engineering.

Some people who compile statistics on the number of foreign-born often suggest a deliberate invasion or sell-out of some kind. There was neither. There was a grave national urgency, to cope with which Canada went abroad for help and got it generally to her own enrichment and benefit.

This situation lasted until 1968 in some departments and still prevails in many more. In respect to supply of staff for new fields, it will no doubt continue for some time. Several new factors altered, not so much the situation, as the attitudes of people to the situation.

One of these factors is the employment situation within the universities. Jobs, heretofore plentiful, became scarce. A newly-trained university teacher, who would have had a dozen offers of employment six or eight years ago, now finds he has to write to all universities and compete with many others for every available post. Earlier he could pick and choose exactly which university he would go to; now he must go where he can find a place. Universities do not need to search like they did, except in special subjects; they have dozens, perhaps hundreds, of applicants for each opening; and even the weakest universities are now able to draw up long lists of candidates. What was surprising about this change was not that it took place--it was inevitable--but that it happened so quickly.

A second factor in the change was the general cut in the rate of increase in governmental expenditure on higher education. Much expansion was stopped as needs were met, as governments considered themselves unable to afford it, and as other public demands for services competed with demands for higher education. Consequently the insistent demands of the public and governments for more and more university facilities, which had forced expansion, first fell

off and then were replaced by requests for retrenchment and economy. This change was not unique to education; it accompanied similar developments in other sectors of the economy.

A third factor was a new upsurge in Canada's recurrent concern for her national identity. Some individuals and groups re-examined the phenomenon of foreign economic and cultural influence on Canadian affairs and called for its dilution or removal by generous doses of Canadian talent and content. United States influence was particularly deplored, especially after controversies over the Viet Nam War and internal problems of American society. Indeed at public hearings in Edmonton, Calgary and Lethbridge the Committee for an Independent Canada recommended the imposition of quotas against American scholars. This factor was also not unique in university affairs; it was a lively component in discussions about trade, business, publishing and broadcasting. Nor was it all-pervasive; governments continued to go south to secure money for their enterprises; radicals continued to adopt every nuance of the thinking of their counterparts across the line, many of whom they invited to the university campuses at fat fees; and student newspapers across the nation concentrated on American phenomena.

Another factor in the changed situation was the impact of fashion on some less thoughtful people, particularly among some students. Just a few years ago many were advocating a world view, a cosmopolitan approach, an interest in far away lands and their problems, a study of comparative institutions and issues, and a hospitality in Canada for foreign professors and students. In many subjects, such as education and political science, the comparative and the international were popular and attracted students in droves. Much of this attitude was natural; Canadians simply had not developed sufficient interest in this direction, and much was going on in the world that they had to participate in or find out about. Some of it, on the other hand, was whim on the part of

those who climb on bandwagons because they think it is the thing to do. This impact of the world view has not diminished with most scholars; it is essential in all subjects if Canadian universities are to maintain their perspectives. But some of the others have jumped off the bandwagon and are chasing another.

Still another factor is the steady journey of the other wagon-- Canadian studies. It has been rolling merrily along, and, as many university curricula indicate, it is well loaded and skillfully driven. But it has not been a bandwagon--international studies had the band--until recent events have focussed attention on it and various people and groups have jumped on with great éclat.

Certain inevitable weaknesses accompanied these changes in recruiting patterns. It was impossible, for example, to assume that all appointees were of the highest qualifications and ability in such a period. Some professors, both foreign and Canadian, were selected and retained on staff in circumstances and with qualifications that would not be tolerated in normal times. Some got jobs who would not now be considered because the universities could get no one else. The proportion of these people is small in relation to the total number of professors, but it is there nevertheless. The proportion of able people, on the other hand, is high, and their work has more than outweighed the disadvantages of the other group. The situation was not unlike what happens when a political party wins an election by a landslide which carries people of varied talents into a parliament simply because of the landslide. The problem is not one of non-Canadianism. While it is easy to point to a weak teacher who came from abroad, there is no evidence whatever that incompetence was any greater among imported staff than it was among Canadian staff.

Another weakness, which was often more a novel phenomenon than a weakness,

was language difficulty. Canadian students encountered non-Canadians for the first time in most instances, and for a while found them hard to understand. Most new professors quickly gained facility in the new language, but the difficulty raised criticism. Again mathematics, which was taught by so many new Canadians, furnishes an example, because the hardest thing of all to do in another language is mathematical calculation. Students who studied abroad have always encountered this difficulty. Students at home found the exercise strange and took a while to get used to it. On the other hand, speaking the language of one's adopted country is an obvious obligation for teachers. One who is incomprehensible draws criticism and therefore has a responsibility to do something about it.

Language is also a factor in the large proportion of Americans among non-Canadian staff. Beside the advantage of language, they have the further advantage of numbers, proximity and familiarity with subjects common to both Canada and the United States. The proportion of Americans should not therefore be surprising.

An inevitable need to adjust to Canadian conditions faced most imported professors, just as it has faced Canadians who have gone abroad. They and their families encountered new customs and attitudes in a society which had had little experience with people from other cultures in their midst. Some trouble was to be expected, but how remarkably little there was of it as both sides of cultural barriers learned to know and appreciate each other. Within the university the adjustment was complicated by differing concepts of higher education. Canada had, for instance, mass education, a concept which many countries have not adopted either because they cannot, or because they do not believe in it. A new professor from one of these countries, indeed many Canadian professors too, took time to become accustomed to enormous enrollments, huge classes and the impersonal instruction which often results from them,

and to students who were in university simply because they passed high school rather than because they sought and won places there. This process of adjustment, it must be emphasized, resulted in benefits as well as difficulties, as many new ideas and attitudes mingled in healthy combinations with Canadian ones, and as students in particular learned much about people who came from different parts of the world.

Another difficulty resulting from changing recruiting patterns was pedagogic. A professor of economics, for example, might be a brilliant economist but know little of Canadian economics and be unable to use Canadian examples to illustrate what he says. Professors should be aware of this common problem who do any lecturing outside their own country, and if they move elsewhere they should feel an obligation to study the new system. A few do not, and the relevance of what they say is not quickly grasped by their new students. Associated with this difficulty are two benefits. When the new professor does start to relate his knowledge to Canadian phenomena, he often does it with refreshing enquiry backed by other experience which gives students a whole new appreciation of a subject which local professors are often unable to do. For example, he who is new to the intricacies of Canadian federalism but knows much about federalism elsewhere may teach students far more about Canadian federalism than one with only local knowledge and experience. A second benefit is the forcing of students to look for examples outside the limited sphere of their own locality, a process which at first seems uncomfortable and irrelevant. It is fatal to education to ignore these benefits as the necessary process of adjustment takes place. There are imported professors who need to be reminded of the obligation to understand local phenomena; and there are native professors who need to be told just as forcibly that their teaching is shallow if it is parochial in scope.

These factors in recruiting faculty in a period of expansion combined to affect the attitudes of people to changing university circumstances. The changes were inevitable, and there is little unnatural or unusual about them--universities are not exempt, for instance, from the law of supply and demand. The attitudes toward the changes may become disruptive, however, if they generate heat which the changes themselves do not justify.

Recruiting Faculty Today

The attitude toward changes in universities is generating some heat because of two basic things, the widespread unemployment among graduate students, and the fear in some quarters of non-Canadian influence on Canadian students and Canadian culture.

It is not hard to understand how competition between Canadian and non-Canadian scholars for positions in Canadian universities arouses some resentment. If universities cast their nets widely the products of Canadian graduate schools must compete with those of great universities throughout the world. Sometimes they can compete and sometimes not, and much depends on the subject they take and the university they attend. If a non-Canadian is appointed to a position over a worthy Canadian, the loser would not be human if he did not feel that there had been some obligation to him. Taxpayers, in turn, may wonder why their universities should employ non-Canadians while local boys are unemployed.

It is necessary to emphasize clearly that, in view of the situation in the 1950's and 1960's already described, the foreign-born professors in the universities did not deprive worthy Canadians of jobs. They came when Canada desperately needed them, at Canada's invitation, with Canada's welcome, and they performed incalculable service to Canada. It would be a mark of the grossest ingratitude and bad manners for Canadians now to do anything to make them feel unwelcome or to label them as second-class citizens. Many of them are now

Canadians, and there is no indication that the value of one's citizenship is determined by its length. Most statistics which indicate proportions of Canadian and non-Canadian staff show a situation which was planned and encouraged by the governments and people of Canada, and to suggest loudly for the world to hear that it is somehow a terrible thing disloyal to Canada is both unfair and untrue.

Many of those who have provoked discussions on the subject have emphasized this fact. Many, however, have ignored it, and they have raised much unnecessary prejudice, fear and bitterness, together with suspicious of "witch hunts", which are all too easily encouraged but which have no place in an honourable society.

We may then draw a line somewhere around early 1968 when the period of unemployment among scholars began, and ask if non-Canadians are now depriving Canadians of university posts, and, if so, should something be done about it? Let us say at once that it is far easier to state the question than to suggest a desirable and practical answer. Let us also say that people who take extreme views either way add much to creating a problem and nothing to its solution.

It should be realized at the outset that universities should not bear all the criticism of existing recruiting policies and unemployment among students. The current idea that training for the MA and Ph.D. is offered, planned and taken exclusively for preparing professors and academic researchers is new and is the result of abnormal shortages. In earlier times graduate students who went into university teaching were a minority, and the rest went into other fields, including the government service. Competition for academic jobs was lively and few graduate students could expect them. Competition for other jobs was lively too, and students often took graduate work to increase their qualifications for initial appointment and later promotion in these jobs. This employment situation was traditional as far as universities were concerned. The present

situation where numerous graduate students expect academic appointments at universities of their choice is abnormal. There are indications that the Canadian scholarly community may be returning to the traditional situation, and that once more students will look to the requirements and opportunities of other employers, including governments, who, in turn, for their own benefit as well as that of the students, should take advantage of this important resource as their predecessors did. Other employers, therefore, have just as much a part to play in solving current difficulties of graduate students as the universities.

The students also have a part to play. It is a difficult part at present. It may take them four or five years or more from the time of entry to graduate school to the completion of a Ph.D. or post doctoral work. Much may happen to employment opportunities in the meantime, and the field that looked promising one year may be closed five years later. Governments and employers may be clamouring for chemists, for example, and large numbers may respond. Then circumstances in science or industry or changes in government policy may suddenly cut off the demand and there is no place for the graduates. Universities should do all they can to make students aware of the opportunities, but they can only go so far. The student has the right, and properly so, to study what he wants, and there is an obligation on his part to enter a course with his eyes open and keep them open until he finds a job. Some students are much better at this than others. Over-specialization is also a pitfall to students. Some allow themselves to get so involved in a narrow specialty that they render themselves unemployable. It is unwise for either the universities or a student to devote training to a job. When jobs are scarce they need broader interests and alternative skills to put themselves in a position to compete. He who loves Beowulf, for example, should appreciate that there are few jobs in old English and distribute his devotion more widely as he studies his hero. Again some students are better at this than others. Salary

expectation is a third problem. Ph.D's who expect higher salaries because they are Ph.D's often price themselves out of jobs. They will fare better in many instances (as did their predecessors before the boom) if they accept jobs at basic salaries, prove themselves, and rely on their higher qualifications for later promotion and higher salaries.

When the question of where a Canadian applicant stands in a competition for a job is asked of universities the reply is always the same: "other things being equal" the Canadian gets the job. This reply is undoubtedly sincere; it would be difficult to find university officers who are prejudiced against Canadians and we encountered none. Indeed most of them say they go to extreme lengths to find suitable Canadians, especially in areas, such as the social sciences, where Canadian content is considered essential. Controversy develops, however, over the phrase "other things being equal".

What are the other things considered? They vary in significance with the subject to be taught, but in most instances they include: knowledge of the subject, teaching ability, research ability, the quality of the graduate school and professors under whom training was taken, practical experience, personality, work habits, character and the like. When there is competition for jobs everything counts, and often there is little difference between a winner and a runner-up. The process is no more infallible than similar processes in other areas of employment, but, in many places, the winner now passes a pretty tight screening.

Meeting these "other things" varies in difficulty among Canadian applicants, just as it does among foreign ones. Among these difficulties is the significance of Canadian content in various subjects. Much depends also on the university and department where training was received. To be blunt; some Ph.D. and MA programmes are excellent and are so recognized, and students trained in them have a decided advantage. Some programmes are mediocre and

some are weak, and are so recognized, and students trained in them are at a decided disadvantage. This variation may exist among departments within the same university; certainly it does exist among the universities. Students' possession of a degree is not in itself an assurance of employment. "Where did you get it?" and "Under whom did you study?" will always be asked.

Meeting "other things" also varies with personalities of the applicants. Being a Ph.D., for example, is a condition of high certification in any field. But the certification is only the beginning; the possessor must prove himself. There are many graduate students who fulfill all the requirements but who reveal during their training that they are not capable enough for academic life. The idea that anyone with a Ph. D. can teach is wrong, and no special affiliations should be permitted to bolster it. "Other things", therefore, include competition among universities and departments and students. There is no sense in saying that one graduate school or one graduate is as good as another, because it is not true. Some Canadian graduate programmes are in the first rank and their graduates are bound to fare better in securing jobs. Other graduate programmes which may seem exciting in their local areas do not get, and do not deserve, recognition, and their graduates are handicapped in competition. This is a reason good universities insist on quality, or the search for the best; they cannot turn out good students with mediocre facilities. Similarly some students are able to take their place in competition because they are first rate people, while others are handicapped, not because of job scarcity, but because of themselves. This situation became particularly acute as screening declined in the period of scarcity, but, as things return to normal, there will be more attention paid to the reputation of graduate schools and to screening of applicants for graduate studies.

A young Canadian with good credentials may stand up well in competition with candidates from other countries. The university which considers him will

and should take a hard look at him and the others. Many Canadian graduate schools have won appointments under such circumstances, not because they were Canadians, but because they were good. Canada is new to graduate studies. As Canadian graduate schools thrive and first rate Canadian graduate schools increase in number, young Canadians will compete with increasing success. Recognition of this fact is essential in increasing the ability to compete. Many graduate programmes only exist at all because of the demands of the past two decades when any graduate could be placed, and they still have to win their spurs.

It should be noted that this competition exists among Canadian universities, even among universities within a single province. Some universities produce the largest number of the best graduates in given fields of study and will continue to do it so long as they lead these fields. A young Canadian from other universities will have to compete with these other Canadian graduates, and the way to increase his ability to compete is to improve the quality of these other universities, not to impose preferences of a local character which in the long run will weaken them. Nor can the weaker institutions be strengthened by trimming the assets of the better ones--that is the surest way to kill higher education in a province or the nation as a whole.

Once appropriate comparisons are made among the "other things", two actions become evident. If the Canadian does not compare with a non-Canadian candidate he can be given the job because he is a Canadian, and his nationality can therefore be considered as making up for the difference in credentials. Or the best man can be given the job because the university wants and needs the highest qualifications. Canada has, on the whole, not followed the first kind of action; if she had, many Canadians would not be here now. She has followed the second line of action in setting up many of her finest institutions

to her own great advantage.

As the "other things" tend to become equal, Canadian candidates tend to fare better, and the hiring of non-Canadian candidates becomes harder to justify. This fact is noticeable in other countries where graduate studies are more firmly established and where the supply is such that nationals occupy high percentages of academic posts. Even so, countries like Britain and the United States still import large numbers of outstanding people if they become available, as they did during the rise of Hitler's Germany, and import distinguished individuals as they still do from Canada. With increased production of able graduate students for university appointment the Canadian trend should be in this direction. It is a natural trend; it should not be so rigid as to prevent the recruitment of outstanding scholars abroad.

There is, therefore, a natural and inevitable time lag between the development of graduate studies in a serious way in a country and the availability of large numbers of good local candidates for university posts. Canada is still in the midst of this time lag; in some subjects the time lag is almost over; in others it has just begun. It will disappear as rapidly as the nation increases its serious support of its graduate schools.

Another question has been raised: "Who decides when other things are equal?" The existence of an "old boy network" is sometimes suggested, (by the CAUT, for example, see Appendix A), an arrangement by which those who make appointments look to their own alma maters for staff, or by which non-Canadians look to other non-Canadians of their nationality for prospects. There are three forms such a network can take: (1) a kind of academic patronage; (2) a dependence on a supply of staff from one distinguished graduate school; and (3) reliance on special sources of staff on the part of denominational and professional institutions. Academic patronage is the most suspect, just as patronage is suspected in other fields. But it is very difficult to dispense

in a good modern university, as it should be, with the shortage of jobs and the lively interest of appointing committees. The other forms are not common in major universities, but they may exist for very good and practical reasons. Some universities and some professors, for instance, are so well-known as excellent suppliers and reliable placers of scholars that other universities clamour for their products. Indeed a particular university may become an almost mandatory finishing school for scholars in a particular subject, a situation which any university would gladly attain. These advantages are recognized, but, nevertheless, good universities avoid hiring too many people from the same source, however good, because of the danger of academic in-breeding.

The relative position of teaching and research in assessing qualifications is often considered. A sharp distinction is sometimes made, particularly in the sciences, when one or the other is required, and there are in those fields scholars who are good at research but not at teaching. It is a great mistake, however, to consider one as unrelated, opposed or even antagonistic to the other, especially in the social sciences and humanities. They should complement each other; the researcher is aided by the impact on him of students in seminar and classroom; the teacher keeps himself alive as a teacher by research. Indeed many of the greatest teachers are distinguished researchers; and much of the best research comes from great teachers. There may be something suspect about a man who has little or no interest in students, unless he is hired purely for research. There may also be something suspect about one who claims to be interested only in teaching; with few exceptions his teaching becomes shallow and out-of-date. It is difficult to generalize in such matters. But one thing seems clear. While there is some poor teaching and some imbalance between teaching and research, it is difficult to tie them to considerations of nationality. There are strong and weak professors in any category, and Canadians may be no more devoted to teaching than other

people.

This comment leads us back to the possibility of Canadians being better able to "relate" to Canadian students than non-Canadians. If "other things are equal" this may be true. If other things are not equal and in favour of the non-Canadian, it may be true, but only if the subject is one in which a Canadian interest is dominant, law for example. It may be true as well, if the non-Canadian is unable to relate to Canadian interest and makes no effort to do it. The last is the one who attracts criticism to non-Canadians, and, unless his assets are of such overwhelming significance, he is the one who should do something about it. It is undoubtedly true that students gain much from experience with teachers from other lands; it is also true that such teachers can enhance that very experience for themselves and their students by an interest in their new country. This process varies among subjects, surgery and history, for example, and it cannot be "made a rule". Nevertheless a sensitive appreciation of it on the part of the few inclined to ignore it would be as appropriate in Canada as it would be for Canadians abroad.

Promotion and Tenure

Changes from the period of unlimited employment to a scarcity of jobs affected promotion in universities as in most other organizations. Indeed, the demand for staff in the boom years virtually eliminated the beginner's rank of lecturer in many universities as sought-after scholars demanded and got assistant professorships. And promotion was more rapid than was customary as universities made strenuous efforts to keep their staff. Furthermore the rise of new universities and the development of new facilities in old ones encouraged the conferring of professorships and associate professorships on many people long before they would normally have received them. Salary increases and the granting of tenure had necessarily to be facilitated for the same reasons. This situation was tolerated as a necessary feature of the law of supply and demand, and it was common also in government and other large organizations.

With new circumstances, the time has come to take a new look at ranks, salaries and tenure as they concern people who had taken fortune at the flood and then failed to justify their favoured position. Such people are no more numerous in the academic profession than in other areas of employment, but they do work in glass bowls where appraisal of them is open, and they do draw attention to themselves and attract criticism to their profession. Unfortunately, these may be the every people who cry loudest about academic freedom, a great and essential principle which they damage every time they do. Again, the universities are not unique in this respect; most large organizations, including the civil service, have the same problem.

The law of supply and demand must be permitted to operate in the new circumstances. It cannot be abrogated or forced, either, on the one hand, through strenuous hunts and persecutions, or, on the other hand, by neglect of it by the universities or indiscriminate protection by professional organizations. Indeed, it is ironic that it was often the few professors who, with a taste for politics in times of crisis, urged students to question the administration that opened the flood gates of enquiry which now threaten them.

This tendency to enquiry has embraced non-Canadians, and, again, it is academic observers who initiated it, publicized it and forced it for attention on authority. Many even went so far as to air the matter in public without bringing it before their own faculty councils. The same problem arises in promotion and tenure that occurs in appointment; it is too easy to suggest that nationality should be a factor and that the Canadian-born should have special consideration. By any standards of university management and by any theory of democracy, it should be clear that second-class status should be intolerable in university life, and that, with faculty as well as students, status and reward must be on the basis of performance.

There is no indication whatever that problems associated with promotion or tenure are any more applicable to non-Canadians than to Canadians. Some people deserve them and some do not, and for anyone to suggest he was denied them because of the pressure of "foreigners" is itself a form of discrimination which should not be tolerated.

The question has arisen of the extent to which non-Canadians should be required to obtain citizenship and relate their teaching to the Canadian situation before they are promoted or given tenure.

Obtaining citizenship is a new demand. It certainly could not have been suggested, let alone required, a few years ago when Canada needed the services of every available academic. It is questionable whether Canada can require it now because the supply of staff is still limited in some fields, because good men are scarce in some fields where the supply is large, and because there is no reason to believe that acute shortages will not occur again. Citizenship itself does not assure special competence, and the real issue is, not whether it is desirable, but whether it is yet practical. Many of the finest scholars in Canada have never taken out citizenship, either for sentimental reasons or for the very common reason that they would be required to give up army or other pensions from their country of origin. This is actually a matter of national significance, and the processes of immigration and citizenship will have to be decided in relation to Canadian welfare generally. Comparisons with other countries' practices are unreliable unless the question is answered whether or not twenty-two million people in half a continent can afford it.

As to relating instruction to Canadian interests, there is no question that it should be considered by promotion and tenure committees. The extent to which it is considered must depend on how significant it is, and great care must be taken to see it is not abused at one extreme or ignored at the other.

It would be folly, for example, to encourage a sociology professor to ignore altogether social phenomena in Canada, or, on the other hand, to give him the idea that he must confine himself to it or relate all sociology to Canadian terms. Canadian born sociologists must also avoid similar extremes, and the lesson of universities in Nazi Germany is too recent an indication of how far such extremes can go. If this relating goes too far in Canada it will then become easy to relate to Nova Scotia, Ontario or British Columbia to the point where Canadian education is first isolated and then fragmented and Balkanized. When the problem is considered in committees, there is an undoubted obligation for them to consider both aspects of a scholar's relating and determine whether he is too remote in his interests or too local and parochial in his outlook to be effective as a teacher.

It is good that Canadians should want programmes and courses in Canadian studies. It is wrong, however, to suggest that they are not getting them. They have been expanding and proliferating throughout the university system, and in many instances it was non-Canadians who provided initiative and leadership. The idea that one has to be Canadian to relate to Canada was proved wrong in dramatic fashion in the field of culture in the last two decades. So often it was the newcomer, whether artist or patron, who started against local opposition the very Canadian cultural activities of which Canadians are now so proud. Some areas of Canadian studies lagged behind others, not because a duty to them was shirked, but because there was no Canadian demand for them. Indeed some of them only got started because their sponsors were able to get funds outside the country. The growth of Canadian studies continues. It is important to realize, however, that they are not sufficient by themselves; non-Canadian studies, or at least studies of no particular relation to Canada, must still be the dominant part of higher education. It means little, therefore, to say that 31.5 percent of courses in a given department are Canadian; indeed one may perhaps suspect such a figure as indicating parochialism; the real

determinant is how Canadian studies are included in broader offerings, and in most subjects it is a two-way process. Furthermore, universities, like most organizations, are susceptible to fashion, and unless Canadian studies are blended naturally with, and not forced into, programmes they may be forced out by a reaction against them in the next change. Certainly the Canadian content in university programmes should not be in itself a dominant factor in promotion or tenure. "What are you doing that is Canadian?" should not be an invitation to jump on a bandwagon. If it is Canadian studies will be the first to suffer.

The Alberta Scene

All previous comments apply to Alberta's post-secondary institutions and Alberta's students. There is no consensus of opinion in these matters among the briefs and other presentations made to us. Nor is there agreement over whether a special problem exists or whether the province's institutions are going through a perfectly natural phase. We are able to indicate however, general agreement on several specific things among those we heard or consulted.

1. It is generally appreciated that non-Canadians have made enormous contributions to Alberta education; indeed Alberta universities, which are comparatively new, could never have developed as well and as quickly as they did without these people. There should be no suggestion whatever that they and their services are not appreciated, that they should be regarded as having second-class status, that they be penalized in tenure or promotion processes, or that they be forced or frightened into attitudes of conformity. We heard no serious suggestion in this direction, and even some of the most devoted exponents of Canadianism have emphasized their exemption of existing staff from the comments.

2. There was virtual unanimity on the subject of income tax concessions to non-Canadian professors. Bona fide visiting professors should continue to have them; but those who stay should not benefit from them.

3. Everyone agreed on the need to pursue "excellence" or the "best" and that no institution should support mediocrity. There was, of course, disagreement over what constituted these rather difficult terms to define. But a real concern for high quality in higher education was generally expressed.

4. There was widespread appreciation of the need to strengthen and develop graduate programmes so that our universities can produce well-educated and well-trained scholars to meet demands for them. This, therefore, is not the time for cutting down on graduate studies generally; retrenchment will only aggravate the very situation we were called upon to enquire into. This comment does not preclude the necessity of adequate planning where over-supply of graduates occurs in particular disciplines.

5. With rare exceptions, and even they usually changed or qualified their remarks after discussion, there was general appreciation that orders or regulations from governments were unnecessary and undesirable in promoting changes that may appear appropriate. There were many suggestions that the universities should do things, but few that they should be made to do them.

CHAPTER IV

GRADUATE EDUCATION

The Committee decided to include a short section on graduate students partly because of the terms of reference, and partly in response to the large number of briefs which touched on the subject. The Committee was able to determine the composition by citizenship of all of the graduate students in Alberta, and perhaps more important, the number of foreign students completing their doctoral degrees at the University of Alberta as a percentage of the total number of degrees granted for the period 1964/65 to 1970/71. Also included in this section is a summary of the recommendations from the briefs presented to the Committee and the Committee's reasons for accepting or rejecting these recommendations.

As stated previously in the report, graduate education prior to the decade of the sixties was not extensive in Alberta or anywhere in Canada. If a Canadian student wished to pursue his graduate education within Canada, he was generally restricted in his choice to the Universities of Toronto or McGill. Faced with this small range of options, a great many Canadian students decided to study at a foreign university, generally in the United States, Britain, or France.

With the political decision to institute the open door policy in Canadian universities and the resulting expansion of Canadian universities during the sixties, more Canadians began to flood into newly established or expanded departments. At the same time pressure for more graduate programs increased, and Canada decided to play a more active role in the field of international education. To do this Canada had to train more of her own as well as foreign graduate students. In fact, many of the graduate programs could not have been established without a large number of foreign students. Alberta institutions followed this general pattern, and most graduate programs now in existence were developed or substantially expanded during the last

ten years.

The number of graduate degrees conferred at the University of Alberta provides dramatic evidence of what happened. In the 1959/1960 academic year the University granted seven doctoral degrees, of which three were in physical education. Total enrollment in the University was 5,703. By 1970/1971 the total enrollment had jumped to 18,337, and the graduate school granted 180 doctoral degrees. (See Appendix E, Table A-11).

Of these doctoral degrees awarded by the University of Alberta in the 1969/1970 academic year, 74 were granted to non-Canadians and 78 to Canadians for a total of 152.¹ In 1970/1971 the number of degrees granted to non-Canadians rose to 92, exceeding the number of Canadian degrees which was 88. In 15 of 34 departments granting doctoral degrees in 1970/1971 at the University of Alberta, the number of non-Canadians exceeded the number of Canadian graduates.

The departments with the largest numbers of non-Canadians receiving doctoral degrees in the academic year 1970/1971, were Animal Science, Botany, Chemical and Petroleum Engineering, Educational Psychology, Physics, and Psychology. Three of the departments, Psychology, Chemistry, and Physics, also experienced a declining number of Canadian graduates in the period 1964/1965 to 1968/1969. Figures C-1 and C-2 in Appendix B clearly illustrate the decline in the number of Canadians receiving the Ph.D. in comparison to non-Canadians at the University of Alberta. The total number of foreign graduate students in all of Alberta rose only slightly during this period, but still remained at 42.3% of all graduate enrollment in 1970/1971. (See Table C-1 of Appendix B). It was not determined what percentage of the non-Canadian graduates stayed in Canada after securing their degree.

By comparison the number of non-Canadian doctoral students in Canada

¹The Committee used place of first degree to determine this breakdown.

as a whole has been declining, constituting approximately 50% of the total full time doctoral enrollment. It would perhaps be wise to determine if the trend at the Universities of Alberta depicted here continues into future years despite a reverse national trend.

The Committee received a number of briefs that touched on the subject of foreign graduate student enrollment. Those which were critical of the current situation can be classified into two broad categories: those advocating restrictions or quotas on the number of foreign graduate students allowed into Alberta's universities, and those which would restrict financial assistance to foreign graduate students. Those briefs which were not critical tended to emphasize the need for financial assistance and cross cultural contacts.

In the briefs critical of the present situation, several quota levels were suggested, ranging from 80% to 97%. None of these levels were supported by a rationale to indicate why the author felt this to be an optimum or desirable level. One brief, (again unsupported by a rationale for the figure) proposed that of the undergraduate population, only 3% be from foreign countries. Other briefs simply stated that, if necessary, the number of foreign graduate students should be limited, leaving it to another agency to determine a suitable level. Several briefs advocated restricting financial aid to foreign students. Some flatly stated that foreign students should be ineligible for assistance from public funds. Others were more cautious, recommending that there be a "Canadian first" policy, though they did not provide a mechanism by which a distribution could be accomplished.

Those briefs adopting the opposite view advocated that the total amount of money for graduate education, especially in the Humanities and Social Sciences, be increased, apparently to fulfill both our obligation to the

Canadian student and also to the world. However, none of them was able to estimate if the public purse could afford this type of increase.

The Committee has rejected the recommendations outlined in the briefs advocating some type of quota as being generally unworkable for a number of reasons: (1) there seems to be no satisfactory way to determine what would be the best ratio of Canadian to foreign students; (2) even if an arbitrary number were agreed upon, exceptions would constantly have to be made to meet special circumstances, probably to the point that a quota system would become meaningless; (3) the continuing reliance of some Canadian graduate schools on non-Canadian funds -- a nation which still accepts foreign funds can hardly reject foreign students; (4) it would be academically unwise because of the importance of cross-cultural contacts; (5) Canada must remember her obligation to students from developing countries. For similar reasons the Committee also rejected limiting financial aid to foreign students.

The argument advanced by some of those opposed to quotas or limiting financial aid is to admit every person who is academically qualified. To do this might require considerable increases in facilities and grants in aid to graduate students. The Committee hesitates to recommend to the Government of Alberta that it simply increase the amount of money available for all graduate education to allow every qualified student, both Canadian and non-Canadian, to take graduate studies at substantial public expense.

The problem, therefore, is to find a solution which would ensure the right of Canadian students to attend their own universities, to discharge our world responsibility as a "have" country, and yet to work within the present fiscal restraints. Clearly, all the Committee can recommend is that the universities give some type of effective preference to Canadian graduate students, but in so doing the universities and the government should not forget their international responsibilities.

CHAPTER V

THE CONTENT OF POST-SECONDARY EDUCATION; ARGUMENTS AND EVIDENCE

INTRODUCTION

"Sooner or later", President Wyman told the Committee, "you will have to define what will be meant by a 'Non-Canadian Influence', and to propose the procedures by means of which such an influence can be measured. Presumably you will have to be able to identify a good 'Non-Canadian Influence' from one that, by some means or other, will be deemed to be bad. Your task will not be easy...." We now take up the challenge with the help of those who addressed the Committee, and with the hope of advancing matters a few steps, at least, to a conclusion.

The common sense of formal education is that it is a deliberate means for acquiring and imparting knowledge, morality, and esthetic taste. Formal education may differ from country to country in any of its aspects. It may as a total effort be a small, moderate, or large effort in comparison with other personal or social efforts in the country. It may consist of various levels of research and teaching and of attention to knowledge, morality, esthetic taste, and to their branches. For example, university education may stress research instead of teaching, the acquisition of knowledge instead of morality and taste, and the acquisition of knowledge within the physical sciences instead of knowledge within the humanities and the social sciences. Formal education may be provided by people of various qualifications, pursuing various styles or methods of research and teaching. It may be afforded to everyone or to special parts of the community--the young, people of special intelligence, people of means, and so on. It may continue to various levels; for example, universities may stress graduate education instead of under-graduate education. The levels may consist of varieties of years of education and the years may

consist of varieties of division. Education may be part or full-time for the student. It may be provided in various sorts of institutions, general or specialized, large or small, by varieties of faculties and departments, through varieties of courses and classes. Finally, institutions may be governed in a variety of ways from within and without. Canadian post-secondary education may differ from post-secondary education elsewhere in any of these aspects, or it may be similar to education elsewhere in any of them.

Canadians may have determined the form of their education on their own in some respects without being influenced by non-Canadians. Canadians may have acted considering the views and practices of non-Canadians without the non-Canadians having deliberately acted to persuade them. Or Canadians may have acted under the deliberate persuasion of non-Canadians. Non-Canadians may have had positions of power in which they could determine the form of our education, but we will not suppose that non-Canadians can have acted without the final consent of Canadians. Cases in which Canadian education is similar to education elsewhere may be instances of non-Canadian influence, non-deliberate or deliberate, or they may be instances of Canadians simply acting similarly to non-Canadians in similar circumstances without influence. There must be some universals in education proceeding from the very stuff of the matter. Strictly, we will say that non-Canadians have influenced our education when Canadians have adopted their views and practices as examples without their having deliberately persuaded the Canadians, or when Canadians have adopted their views and practices under their deliberate persuasion. Of course, as President Wyman has said, non-Canadian influence can be good or bad.

The Committee was struck by the differences in the views it heard about the Canadian and non-Canadian character of post-secondary education and the influence of non-Canadians. Some of the people we heard addressed themselves to particular aspects of the problem without expressing a general or underlying point of view. Some attacked the institutions on a point or defended them and would go on further or deeper. Most, however, spoke of the institutions as a whole and set out the ends they thought they should have and the means they should undertake to achieve them. The argument of those who were critical of the institutions was that they were not distinctively Canadian enough to satisfy proper national ends, owing to the influence, deliberate or non-deliberate, of non-Canadians. Those who defended the institutions countered by arguing that they were in fact as distinctively Canadian as the critics wished or by arguing that they were not and should not be so distinctively Canadian.

THE NEGATIVE ARGUMENT

We begin the account of the criticisms we heard of post-secondary education with one of the most moderate and thoughtful arguments put forth: that of Professor R. J. Buck, chairman of the Department of Classics of the University of Alberta. Professor Buck began by agreeing with many of the defenders of post-secondary education that it is indeed properly international in many respects: scholarship is international; scholars belong to the res publica litterarum. On the other hand, "each nation has its own modes of teaching, its own methods of administering universities, its own areas of specialized interests, its own way of approaching philosophical problems, even its own canons of criticism". Canada has developed its own national peculiarities in education which ought to be maintained but has not produced enough people to do so, especially in the humanities and social sciences. At fault are the Canadian people

and their governments.

[Higher education] has traditionally been given a low priority, with emphasis being placed on such practical fields as medicine, law, engineering and agriculture. Education in general has normally been regarded by Canadians solely as a device for financial profit to the individual, to be accomplished as cheaply as possible; the separate concepts of education and training have constantly been confused. In brief, the Canadian attitude has generally been materialistic and shallowly utilitarian, with learning for its own sake regarded as unrealistic and expensive, while contemplation and criticism of ideas were regarded as impractical and "not worthwhile". We are now realizing, if your Committee's presence means anything, some of the dangers of this attitude to the existence of a national ethos.

Canada suffered the permanent loss of many of its most talented people when they were forced to go to other countries for their education and it made itself dependent upon the ideas and ideals of other countries when it had to look to them for the personnel of its higher education.

[The humanities and social sciences] are the intellectual trend-setters, the areas where ideas are formed that become part of a nation's thought and heritage. To have such sensitive disciplines heavily influenced by the importation of non-Canadians and by the use of Canadians with a non-Canadian graduate education should be a matter of concern.

There were twelve men in Professor Buck's department; six were Canadian citizens, three American citizens, and three British and Commonwealth citizens. None had obtained his doctoral degree in Canada.

An extreme critic of post-secondary education, Mr. Gus Henderson of the Students' Association of Mt. Royal College, charged that the college has become a "branch-plant for U.S. scholarship" teaching an "American world view". Miss Isabelle Foord charged that the "Americanization of our Universities is a chilling reality," whose eradication would require "the energy of a Hercules."

An Alberta N.D.P. brief charged that the Americanization of the Canadian university has destroyed free inquiry with a "totalitarian" engulfment. The Edmonton branch of the Committee for an Independent Canada asserted that far from being cosmopolitan or international, post-secondary education is narrowly dominated by Americans.

The specifics of the criticism of post-secondary education touched on virtually every aspect. For example, it was said that, following American practice, research and publication are being emphasized in education at the expense of good teaching. We were told that a great power like the United States can not afford to be second best in the basic physical sciences and so has set excellence in research as its goal. Canada, on the other hand, does not require excellence in research either for its national defence or its industry; it can rely on the United States for both. The Committee was told that research has acquired such a prominence in our universities that some professors regard teaching as a necessary evil. Sometimes the evil can be avoided by employing teaching assistants to teach beginning courses. Good research is always rewarded but good teaching is not.

It was said that Americans refuse to consider Canadian moral problems and follow a value-free or amoral American social science. Others said that Americans impose their own morality because they are ignorant of traditional Canadian morality and Canadian problems. According to the N.D.P. brief, the amorality of some Americans, the ignorance of others, and the conservative morality of still others, stifle criticism of society in the universities, with the result that the status quo is permitted to continue or, worse, is actively promoted. Mr. Allan MacLeod, a political science student at the University of Alberta, argued that American morality is "liberal, progressive, and consumption oriented," whereas Canadian morality is conservative and

evolutionary and should be oriented toward investment. In the view of Mr. Henderson of the Mt. Royal Students' Association, Americans meet the need of American corporate capitalism as defined by political and economic elites directed from New York, Chicago, and Dallas.

It was said that non-Canadians do not teach a proper appreciation for Canadian literature and art because they are ignorant of our works and are biased toward their own.

It was said that non-Canadians do not teach a knowledge of Canadian phenomena. Not appreciating Canadian literature and art, non-Canadians ignore them. Not knowing or caring about Canadian politics, business, or society as a whole, non-Canadians ignore these matters in political science, business administration, and sociology. Not being aware of the problems of social behavior in Canada, Canadians and non-Canadians alike ignore them in psychology. For example, an American psychology with a preoccupation with experimental and physiological phenomena has simply been imported to Canada without consideration of Canadian needs for applied psychology. "There are no programs of Canadian studies offered in any Alberta universities," the N.D.P. brief said, "and courses dealing with Canadian content are not common." Mr. Barry Kirkham of the Edmonton C.I.C. said "... an American sociologist educated at American schools will not only be unable to teach courses on Canadian sociology, he will be unable to use Canadian models and examples in his general course." Non-Canadians will be unable to supervise research on Canadian phenomena by their students. And, Mr. Kirkham concluded, "an American professor chooses research topics which are unlikely to have any direct relevance to Canadian problems... He will tend to publish in American journals, as these gain greater recognition from his colleagues back in the United States."

Mr. Henderson, of the Mt. Royal Students' Association said that students there are subjected to a "constant barrage" of American content. Mr. Douglas R. G. Smith and Mr. Allan Zdunich of the Calgary Students' Union said students at the University of Calgary have "solid ground for complaint since very few non-Canadian professors can give Canadian examples." Messrs. Smith and Zdunich were staunch defenders of non-Canadians, but only within limits.

The Committee was told repeatedly that Americans have no abiding interest in Canada and are here only to begin a career which will end back in the United States. The best test of an interest in Canada, Mr. Kirkham of the C.I.C. told the Committee, is passed when non-Canadians take out citizenship.

It was said that non-Canadians had little use for Canadian books, journals, and other materials. Mr. H. Hammond, a graduate student in the Faculty of Education of the University of Alberta, found that twenty Canadian periodicals were not in his faculty's library. It was bad enough, he said, that there were so few Canadian periodicals; but not to have even those few in the library was scandalous. The N.D.P. brief asserted of the University of Alberta as a whole that it makes "almost exclusive use of American media and textbooks."

It was said that Americans have imposed their standards of professional qualifications, which stress the Ph.D. and publication, upon post-secondary education, with the result that Americans or people trained by their institutions have a great advantage in being hired and promoted. In some fields, accreditation of our institutions by American bodies has required the meeting of their standards. Mr. Wayne Poley, a psychology student at the University of Alberta, warned that American universities are naturally thought to be better at their own game and their graduates are preferred in

hiring: "If this should prove to be the case, we are admitting that a decade of foreign educators in psychology have produced graduates who are qualified only as 'second class psychologists'."

Isabelle Foord, in one of the most extreme statements to the Committee, admitted that she was bitter:

University is a prestigious affair. There was a time when prestige was synonymous with quality, but now it means only quantity. It is a well known joke among grad students that a department is judged according to the number of Ph.D. candidates. Also, on the question of prestige, a department is ALWAYS judged on the number of "big names" it can snare. Canada has a dirth of "big names"; (Why is that? I wonder if it has anything to do with the educational system here?) so where else to turn but to Big Brother? Americans, reluctant to teach or study on the rubbish heaps of their own institutions, pack up their big names (and not-so-big-names) and flee to Canada and we welcome them all! The halt, the lame and the blind. Everyone is satisfied, except of course the under-graduate, who may sooner or later wake up to the fact that his sociology courses are all 100 PERCENT AMERICAN CONTENT and the graduate student who gets eased out of a GTA or a sessional because our great-hearted powers that be are handing them out to big names and expatriates.

It was said that Americans have imposed their methods of acquiring knowledge upon Canadian institutions and have eliminated other methods and the subjects which can be investigated by them. As we have noted, psychology was said to have become experimental in method and physiological in subject matter, with the result that problems of social behavior are ignored. Political science was said to have become "behavioral" and unhistorical in method and subject matter. Preoccupied with quantifying phenomena, American political scientists concentrate upon the analysis of individual persons as participants of government and politics. Institutions are ignored. Preoccupied with a science of general knowledge, political scientists concentrate on aspects of government and politics which recur in different countries; non-recurring

aspects of government and politics, which can be found only in lengthy historical records, are ignored.

Sociology is very much like political science. according to the N.D.P. brief. For example, by quantifying social class in terms of "income level, education attained, cost of housing, skill content of vocation or social milieu," sociologists have reduced the concept "to a quantitative index without political quality or substance...[or] historical significance."

Finally, it was said that Americans have influenced Canadian post-secondary institutions to such an extent that they have become carbon copies of American mass education, following its sequences of years and parts of years, in large institutions. For Isabelle Foord the university has become a "mass-production factory grinding out...education for all and sundry."

Liberalism has opened the doors to the University and the natural result of this is an influx of 'personnel' to meet the 'needs' of sixteen or eighteen thousand students, ten thousand of whom should be somewhere else.

Other critics said that Americans do not understand the honors program in Canadian university education and that they have helped to replace it with programs of undergraduate and graduate education which increase the number of years of education required to obtain a degree. Of course, the cost of education increased proportionately.

THE POSITIVE ARGUMENT

Defenders of post-secondary often took the "international view" which denies that education is distinctively Canadian. For example the Committee was told by the Faculty of Education of the University of Alberta that:

from the Middle Ages universities have traditionally been regarded as communities of scholars united in the pursuit of their disciplines with little or no reference to national boundaries either as to the geographical origins of the people involved or the locales of their antecedent students. To a large extent the University of Alberta is such an international market place of ideas. One reason for the

substantial proportion of non-Canadian (by birth or preparation) personnel in the Faculty of Education is suggested in...the inherent international nature of the institution which the very word "university" connotes. [Proposals to impose quotas on the number of non-Canadians] are diametrically opposed to the spirit of free inquiry which should characterize a university. They would tend to reduce our great universities to the status of parochial normal schools and vocational colleges.

President Wyman saw the university as a place which exposes students to the entire world of ideas. It would be a tragedy if Canada were arrogantly to lock out this world beyond its borders and go its own way. He asserted that he would take no part in a witch-hunt against non-Canadians.

For Dr. Penton, the chairman of the Department of History of the University of Lethbridge, the choice was between education which is international in scope or education which is purely nationalistic. He felt that the government of Alberta had pandered to super-nationalists in appointing our Committee. It had acted much more in the tradition of American jingoism than in the tradition of the more healthy Canadian way of life. The very name of the committee suggested to Dr. Penton, a parallel to the Un-American Activities Committee in the United States. Dr. Owen, the chairman of the Department of History at the University of Calgary went even further than Dr. Penton. In a letter to the Committee Dr. Owen asserted:

I dare say that you have gathered from the tone of my remarks that I am a little critical of the Committee and its terms of reference, which seem to me unhappily reminiscent of the McCarthy era in the United States, of Hitler's Germany and of the Iron Curtain countries. You must blame my obvious prejudices on the fact that, although I am a New Zealander (and am therefore familiar with the parochial and pseudo-Fascist outlook of a country that lacks self-confidence) I have spent most of my academic life in the liberal atmosphere of Oxford, where it is inconceivable that an inquiry of this kind could be carried out.

An aspect of the "international view", which the Committee occasionally heard, stressed the value of the West's keeping the international character of

its education lest it became dominated by Eastern Canada. The Faculty of Education at the University of Alberta urged that "a university instructor from the north-western or western United States might indeed have a higher degree of rapport with Alberta students and a better understanding of our socio-economic and cultural situation than a newcomer from some other parts of Canada".

Proponents of the international view recognize that post-secondary institutions ought to give some attention to Canadian phenomena in their research and instruction, but they argue that such attention is indeed given to the proper degree. President Wyman asserted that "in a rather restricted sense...there is no real Canadian content in the science and mathematics courses taught in Canada today". In other fields, however, where there may be a Canadian content, President Wyman believed "the universities in Alberta are developing many programs of study having a concern with, and application to, Canadian problems". If the public or government wanted more of these programs, the universities would provide them without their having to be artificially stimulated.

The Dean of Science of the University of Alberta, Dr. D. M. Ross, stated that there was indeed a proper national and regional content in the sciences of geology, botany, zoology, and geography. That the sciences are providing such a content can be seen from an examination of their course offerings and the research of their graduate students. Similar accounts were heard by the Committee of the University of Calgary, Mount Royal College, and the Southern Alberta Institute of Technology.

The Committee was told that non-Canadians are just as interested in providing Canadian content as Canadians. For example, the Faculty of Education of the University of Alberta, asserted that the commitment of the academic staff--both Canadian and non-Canadian--to a Canadian oriented curriculum can be assumed. Indeed we were often told that non-Canadians give as much or more

attention to Canadian phenomena as Canadians do. President Carrothers made the point with the most force:

In many cases, foreign faculty have been severe critics of the institutions, policies, and politics of their native countries and it is these criticism which have prompted their migration. To this extent it would not be surprising to find some foreign members of faculty in Canadian universities who are "better Canadian citizens" and more involved in the cultural, intellectual and political life of Canada than some of their native-born counterparts.

Or if non-Canadians do not give enough attention to Canadian phenomena, it is likely an individual matter of particular non-Canadians and not a matter of nationality generally.

The Committee received statements on Canadian content from a number of faculties and departments of the universities and it held informal hearings on Canadian content and other matters with several of them.

In their statements the faculties and departments stressed their interest in general and universal reason, knowledge, morality and esthetic experience. They are interested in Canadian phenomena, but only secondarily so and within the context of the general or universal. They could not imagine how knowledge could be uniquely Canadian. Dr. B. R. Corman, the Chairman of the Department of Educational Psychology of the University of Alberta, put the matter this way: "I am not aware that there is either a Canadian or American or Catholic or Protestant or black or white psychology".

All of the faculties and departments are in some of their work concerned with phenomena without significant geographic characteristics. That is true for virtually all of chemistry and physics and for much of psychology. But even these departments work on problems set by Canadians and they work within an immediate Canadian environment. For example, the Department of Psychology of the University of Calgary is interested in the care of the mentally retarded in Alberta.

Some faculties and departments are concerned with phenomena which has significant geographic characteristics but which has little or no significant national characteristics. This is true of Biology, Geology, Geography, Archeology, Anthropology, and Linguistics. Again, even these departments work very much on Canadian problems within the Canadian environment where this is possible. For example, the Geology Department of the University of Calgary stated that:

local geology is stressed in its instruction and Canadian examples are employed wherever possible. Most of the applied courses and all of the related field work are oriented to Canadian and particularly Western Canadian problems. The graduate studies program and the research of individual faculty members are both oriented almost entirely to research on Canadian, and again in particular Western Canadian problems.

Of fifty items published recently by members of the Geography Department of the University of Alberta, thirty-three were based on work carried out in Canada. Of ninety-five theses completed in the last ten years, eighty-five dealt with regions of Canada.

Several faculties and departments are concerned with phenomena with significant national characteristics. Classics, departments of the various languages and literature, Music, Drama, and Philosophy are examples. Of course Classics and the foreign languages can be only slightly concerned with Canadian phenomena. Departments of English, Music, Drama, and Art are much more concerned with such phenomena, but they are limited by their concern for the great literature, music, drama, and art of other countries over hundred of years. In some cases, they maintained, there is little Canadian phenomena of value with which the departments can be concerned. "The history of Music in Canada is a sparse one", the Faculty of Fine Arts at Calgary told the Committee, and "few plays by Canadian dramatists are worthy of study". Even so, the faculty has begun a program of Canadian studies and is to offer courses in Canadian music, theatre,

and art and architecture in the near future. The faculty offers its courses "in the context of the structure and requirements" of our educational system; it has works by Canadian and Western Canadian artists in its painting collection; its musicians perform works by Canadian composers; and its writer-in-residence, W.O. Mitchell, writes and teaches about Western Canada and its literature.

The Department of Philosophy at Calgary works within an Anglo-American tradition of analytical philosophy. Since there is "no distinctly Canadian school or tradition" of philosophy, they said, "the question of Canadian content in Philosophy is irrelevant".

The Departments of Economics, History, Political Science, and Sociology said they are seriously concerned with Canadian phenomena. Of twenty-one undergraduate courses in Economics at Alberta, two deal principally with Canada, nine deal with Canada and other nations, three deal principally with other nations, and seven deal principally with theory unrelated to particular nations. Of the staff of twenty-one full and part-time members who are actively engaged in research, twelve are doing research of primary concern with Canada, while six are doing research of primary concern with foreign nations--Afghanistan, Czechoslovakia, and the United States. In History at Calgary eleven of eighty-five courses deal primarily with Canada and another three deal with subject matter significantly related to Canada. The department said that more courses with Canadian content would have been offered had student interest warranted it: "enrolment in Canadian history courses is generally quite low".

In the Department of History at Alberta, there is apparently much more interest in Canadian content: one-third of the undergraduate registrations are in Canadian history courses. According to the department's head, Canadian History 370 is the largest senior undergraduate course with a registration of over 550, four times that of the next largest course.

In Sociology and Anthropology at Calgary eight courses were said to deal primarily or exclusively with Canadian phenomena, while another eight courses deal significantly with Canada. Much of the research in the department concentrates on Canada as do most of the graduate theses. In fact Non-Canadians actually publish more work on Canadian subjects than do Canadians. At Alberta there is "a heavy injection of Canadian content" in all Sociology courses where that is "relevant or possible". One course is exclusively devoted to Canadian subjects. Actually, very little research in the department is not about Canada and a large amount is about Alberta.

Faculties and departments of applied knowledge said that they are seriously concerned with Canadian problems and phenomena in courses, research, and theses. Good examples are Engineering, Business, Pharmacy, Educational Administration, Psychology and Foundations, Social Welfare, and Physical Education. For example, Educational Administration at the University of Alberta is concerned in ninety-five per cent of its work with Canadian problems or phenomena. Educational Psychology at Calgary deals with Canadian issues in most of its courses; Canadian examples and materials are used whenever possible. The view of the Faculty of Physical Education of the University of Alberta was expressed succinctly: "Insofar as it is humanly possible the academic programs offered by the Faculty are in direct relationship to the needs of Western Canada..."

Many of the faculties and departments told the Committee that there is a scarcity of textbooks in their fields written by Canadians, or written by them and published in Canada. Some of the books were said to be good, and are used, while others were regarded as bad, and can not be used. The shortage of Canadian books is partly a matter of the newness of some fields of study in Canada, and partly a matter related to that of a small market. Older established fields, like Economics, Political Science, and History, have very little problem with books. Fortunately, more books are being published in all fields as the

number of scholars increases and as they do more research. Everyone wanted governments to increase aid to research and begin aiding publication, for example, by setting up a western universities press.

The Committee received lists of books required for students in introductory courses in a number of fields at the University of Calgary. The fields with the largest numbers of books by Canadians are Political Science, with 18, Economics, with 10, and Geography, with 5. English, Drama, and Art have one book each, while Psychology, History, and Music have none. It should be noted that introductory courses vary a great deal in their Canadian content, as will be seen in Appendix C on the student survey.

CHAPTER VI

THE CONTENT OF POST-SECONDARY EDUCATION: EVIDENCE AND OBSERVATIONS

FACULTIES AND DEPARTMENTS IN DETAIL

We now turn to a detailed consideration of faculties and departments with whom the Committee met in informal hearings and from whom it received special submissions:

The Department of Political Science, University of Calgary
The Department of Political Science, University of Alberta
The Department of Political Science, University of Lethbridge
The Department of English, University of Calgary
The Department of English, University of Alberta
The Department of Educational Foundations, University of Calgary
The Department of Educational Foundations, University of Alberta
The Faculty of Business Administration, University of Alberta
The Department of Chemical and Petroleum Engineering,
University of Alberta

It seemed to the Committee that Political Science and English were in the forefront of arguments over Canadian content in the social sciences and humanities throughout the country, making them obvious disciplines for special consideration. Educational Foundations, Business Administration, and Chemical Engineering were of interest as disciplines outside of faculties of arts whose Canadian content was of obvious importance in the education of teachers, businessmen, and working people. Because the English Department at Calgary met with us in confidential hearings, our account is based solely on its written submissions. The English Department at Lethbridge declined to meet with us and submitted nothing to us except its course guide for students.

The Political Science Department at Calgary told the Committee that it is enthusiastically devoted in its attention to Canadian phenomena. According to the brief presented by the department it

offers one of the largest sets of distinctly Canadian courses in the university, including Canadian studies as a special field in the more general area of Political Science. During the

1970-71 academic year thirteen courses which are entirely Canadian in content are offered by this department. In addition, ten other courses are offered, in which at least twenty-five percent of the content is Canadian.

It is a departmental policy that new Canadian courses will be added on an almost annual basis. In this context, two new courses in Canadian studies are being planned for the academic year 1971-72. Long range plans envision inter-disciplinary offerings in Canadian studies in cooperation with other social science departments which are developing similar programs.

A number of research projects undertaken by members of faculty are focused on Canadian topics, e.g., research on the Ombudsman, Canadian constitutional problems, Canadian political institutions and Canadian foreign policy. Further, the theses submitted to this department by graduate students have dealt almost exclusively with Canadian topics.

The department hopes that graduate education will develop in excellence in Canada so that its graduates will compete successfully for jobs with graduates of any other country. They said they were devoted to teaching as well as to research: "No graduate assistants teach introductory courses. The full professors teach". Finally, the department felt that it had a balanced staff of Canadians and non-Canadians: "On our staff we have approximately one-third Canadian, one-third American, and one-third from other countries...Many of these Non-Canadians will be Canadians within two or three years."

In the Department of Political Science at the University of Alberta nine senior courses and six honors and graduate courses are devoted primarily to Canadian phenomena; and nine junior and senior courses and seven honors and graduate courses of a general nature are devoted partly to Canadian phenomena. The junior course has the largest enrolment in the department and consists of from thirty to fifty per cent Canadian content among its sections; the senior course in Canadian government is the next largest course; and the senior course in international politics is the third largest course and has twenty-five per cent Canadian content. Five new courses are planned, three of which are to be

devoted primarily to Canadian phenomena. The Department is looking forward to its participation in the Canadian studies program of the Faculty of Arts and is exploring possibilities for joint courses on Canadian phenomena with the departments of Economics, History, and Geography. Many of its Canadian courses are old and long-established; some are new and innovative.

Nine members of the department have engaged in research on Canadian and Alberta phenomena or in advising governments, and eleven graduate students have done theses in such phenomena. In "the past two or three years [the] department had placed seven Ph.D. candidates in University teaching positions with primary teaching responsibilities in the area of Canadian government, making [it] one of the most productive departments in the country in this area".

The importance of good teaching is stressed by the department. It uses graduate teaching assistants to teach the junior course in order to keep individual sections small. Its members also teach the junior course, however, and it closely checks the performance of the teaching assistants. The department expects its members to do research--much of which aids teaching--but it does not stress research to the point of "publish or perish". The acting chairman of the department denied that it has adopted behavioral methodology as its only approach: behavioral methods can be used by students if they wish, but historical and institutional methods can be used as well. Another member thought that the department tends to stress behavioral methods and that it may have done so as a result of the influence of Americans. The crucial question, however, is whether behavioral methods are good or bad; it is not whether they are Canadian or American.

In Political Science at Lethbridge, according to the department head, twenty-five to forty per cent of the curriculum is designed with Canadian content. Four courses are primarily devoted to Canada and the introductory course has substantial Canadian content.

The brief from the English Department at Calgary stressed the limitations that are placed on its concern with Canadian literature by the paucity of the materials in the field and by its concern with the great body of literature in English from which it must choose. We quote the brief in full:

During the current year there is only one course in Canadian literature offered by this department. However, the first-year courses, English 231 and English 233, allow the instructors to choose both Canadian novels and Canadian poetry as part of the reference material for the course. The course offerings of this department indicate that Canadian literature in the English language is only a small part of the vast body of English literature (or literature in English) dating from Anglo-Saxon times to the present. This particularly accounts for the limited offering in Canadian literature. Similarly, the research of members of faculty in the Department of English is limited in its orientation to Canadian topics.

This department is currently planning to offer a further course in Canadian literature at the graduate level during the next academic year. In addition, the department expects to participate in an interdisciplinary program of Canadian studies to be offered by the Faculty of Arts and Science in the next academic year. It is anticipated that in the future the expansion of its graduate program is likely to lead to a more extensive development of the field of Canadian literature. According to the Head of this department, it should be noted that the field of Canadian literature is not so broad that universities could sensibly compete with one another in this regard and that there are already several universities in Canada which have well-developed programs at all levels of university work.

The Committee was informed by letters from the head of the department and from several members that the course in Canadian literature has five sections and a total enrolment of nearly two hundred students, and that two other senior courses in Canadian literature--in poetry and 20th century fiction--will be offered starting in 1972. The course in Canadian literature has been offered in summer school for several years, and has been attended mainly by high school teachers. The department conducts a program of public readings by Canadian writers; members of the department write works themselves, adding to the field of Canadian literature; and the department is to begin offering creative writing

courses to help produce new Canadian writers. The department produces graduate theses on Canadian literature. "As the body of Canadian literature grows, so will the offerings", a member of the department assured us.

[I]n the past and at present this Department without any prodding has fully met the demand for studies in Canadian writers. Indeed, we have anticipated and encouraged such a demand....

The English Department of the University of Alberta is very much like the department at Calgary. It too offers one senior course in Canadian literature--its fastest growing course--consisting of five sections. It permits instructors to use Canadian works in its junior courses, it offers two graduate courses in Canadian literature, it participates in a Canadian studies program, and it presents Canadian literature courses outside of its formal program in poetry readings and the like. In the future it will offer a junior course in Canadian literature entitled "Canadian Literature in Process". It has conducted a survey of high school students in and around Edmonton to see what the demand for such a course will be and finds a demand for some forty-six sections of thirty to thirty-five students each. In a fully developed program of courses in Canadian literature, there are to be separate courses on prose and poetry and on the literature of early and later periods. The University of Alberta itself is responsible for offering such a program, it can not leave it to other universities to do so.

The department head admitted that the concern for Canadian content in literature is a recent phenomena. "Some people have been concerned for years, but as an institutional concern this is a recent thing". Even now the department does not require instructors to use Canadian works in its junior courses. It is true that many instructors did not use Canadian works--the chairman himself did not--and the department has "not worried about this until recently; we have only recently started to think about it".

One member of the department, Professor Dorothy Livesay, who is a professional writer, maintains that it still

has a long way to go before it will give proper attention to Canadian literature. Professor Livesay said she has been struggling for twenty years for such attention. She has argued that Canada defines itself through its artists and has insisted on the natural right of students to have the experience of those artists. But "the general attitude in English Departments was (and still is, in many parts of Canada) that Canadian literature was not of high enough calibre to be studied alongside British or American". The attitude of British and American professors and of "old-school" Canadians is that "there is no good in anything we've got--we must only teach the 'best'." Students can go through university without encountering a single Canadian writer. Whether such a writer is encountered in junior courses depends on the whim of the instructor; in one junior course at Alberta instructors in forty-four of sixty-eight sections do not cover a single Canadian writer. Honors students are not required to know Canadian writers and graduate students can not find enough professors who can supervise theses on Canadian writers. While new community colleges are doing very well by Canadian literature--courses are proliferating--"established universities" lag far behind. As for the quality of Canadian literature, Professor Livesay says that:

Since 1960, however, there has been an astonishing renaissance in Canadian writing--first in poetry and latterly in the novel. Even to keep track of one year's output of novels, volumes of poetry, and "little magazines" is to be extremely busy and there is no longer any doubt that contemporary Canadian poetry rivals any being produced in Britain or the United States. Besides our older novelists like F. P. Grove, Morley Callaghan, Hugh MacLennan and Malcolm Lowry who have interpreted 20th century Canadian life faithfully and well, we now have writers of the sixties and seventies like Margaret Lawrence and Dave Godfrey who can take their stand without fear or favour in the ranks of contemporary novelists anywhere in the world.

In their letter to the Committee, the English Department at Lethbridge directed us to their Guide to Courses 1970/71, which indicates that two senior courses are devoted to Canadian literature (one to poetry) and that Canadian works are considered in two of ten sections of the introductory course and in

two other senior courses.

The departments of Educational Foundations of the universities of Calgary and Alberta, and the Faculty of Business Administration and Department of Chemical and Petroleum Engineering of the University of Alberta are concerned with applied knowledge in the education of personnel for schools and industry in Canada. In Educational Foundations at Calgary six courses are primarily concerned with Canadian phenomena, and seven other courses are largely so concerned. Much of the research of the department is concerned with Canada: one member is editing a history of Canadian education and another a collection of readings on issues in Canadian education; one member is studying the education of native peoples in Alberta for the Department of Indian Affairs; and another member is studying professional groups in the province. Eleven to twelve graduate theses are concerned with Canada and Alberta. While all of this attention has been paid to Canadian phenomena, the majority of the faculty in the department have not been Canadian citizens. In fact, at the moment, only four of thirteen members are Canadians and only three members have obtained final degrees in Canada.

At the University of Alberta, Educational Foundations offers five undergraduate courses and two graduate courses which are particularly concerned with Canadian phenomena, and five undergraduate courses and three graduate courses which are largely so concerned. In addition, five new courses on Canadian education are being planned, two of which are on Western Canada. The department is deeply involved in an intercultural educational program designed to train teachers for Indian and Eskimo communities. Four of its members have done research in the history and sociology of education in Canada, Western Canada and Alberta. Eleven of its eighteen members are Canadians, but only five have obtained their last degree in Canada.

The dean of the Faculty of Business Administration of the University of Alberta is unhesitating about his faculty's concern with Canadian phenomena:

My colleagues and I emphasize that this is an academic staff completely committed to Canadian students in curriculum; in personal contact; in transmitting concepts relevant to education for management; in illustrating the application of these concepts to problems in policy, finance, marketing, production, and interpersonal relations; and in fostering an understanding of and respect for the Canadian institutional setting; and in the furthering of research into the problems of Canadian management. Every member of our academic staff knows of and has responded to these responsibilities.

The faculty did not indicate any courses as having particular concern with Canadian phenomena and we found only one title or course description which would indicate Canadian content. The Faculty requires several courses in Economics with a clear Canadian content. At least six members of the faculty are doing research on Canadian phenomena, and another six, at least, serve on various public and private advisory bodies. The faculty is most concerned about raising managerial education to the levels of that in other countries. It has sought staff in Canada but has been severely limited by the infancy of graduate education here: only three universities, Toronto, Western Ontario, and British Columbia, offer Ph.D. programmes. According to the dean, "Canadians wishing to pursue doctoral programs in business administration go to the United States where there is acknowledged educational leadership in this field. The faculty is most reluctant to offer its own Ph.D. programme, considering its great cost; nevertheless, it will do so. It recruited Canadians from American and other foreign universities and now has "a multi-national faculty whose qualifications are second to none in Canada". Twenty of its forty-five members are Canadians; only four members have obtained their last degree in Canada.

The Faculty of Engineering at the University of Alberta and its department of Chemical and Petroleum Engineering are fully devoted to applying scientific knowledge to practical problems in Canada and to meeting and demand for engineers in Canada. Lately the demand for Ph.D.'s in engineering has fallen off and the faculty is reconsidering its programme. The department is most concerned that

so little industrial research is done in Canada while so much is done in the United States:

In petroleum engineering, research at the industrial level is essentially done in the United States, so that if an engineer in petroleum engineering wants to do research or teach, there are few places where he can do this outside the United States... Most of the fundamental research that we are doing is very small and not applied to our needs as a nation. Some long-term problems really need research but this is not where the emphasis lies in the United States at the moment... Shell Oil has phased out some of its basic and fundamental research because it was going to take more than ten years and they could not square it with their board of directors. And yet it should be done. If it were left to industry to do research that has to be done, it would not be done... [But Canada has] not been able to develop a really significant engineering capability ... because it has all been done in the United States...

Eleven of the sixteen members of the department are Canadians; all sixteen have received their final degrees in the United States.

OBSERVATIONS

What can the Committee reasonably conclude from what it heard and from its independent view? First, we are impressed by the similarities between our own and American post-secondary education. In the great effort which the government devotes to that education; in the pursuit of mass education; in the organization of education in large, general institutions; in the emphasis upon graduate education; in the stress upon the Ph.D., research and publication in the hiring and promotion of staff and the devising of educational programme; in the stress on the physical sciences; in the practicalities of the university year, marking, and so on--in all these respects we are like the Americans. But we are not convinced, that in these examples, we have been influenced by Americans--that we have been Americanized.

We and the Americans share many of our similarities with other people of the world, leading us to believe that there are wider influences on both of us or that both of us are responding in universal human terms. We share with Americans a western tradition in which our most important thoughts are more likely

to be Greek, Roman and Jewish than American or anything else. Moreover, we and the Americans share conditions of life which provide the same stimuli to our thinking and acting alike. We are both large North American countries made up largely of immigrant peoples, industrializing, urbanizing and growing wealthier.

Naturally Americans have influenced us, but we are not convinced that that influence has always been bad. Some of their institutions and practices may be the "rubbish heaps", that one person called them, whose influence we ought to avoid; yet others of them are among the best in the world and are well worth our thoughtful emulation.

The Committee is impressed by the large numbers of non-Canadian citizens which it found to be in our universities. Sixty-one per cent of the Arts faculties are non-Canadians, including seventy-three per cent of the departments of Anthropology and Sociology, seventy per cent of the departments of Philosophy, and sixty-seven per cent of the departments of Political Science. Fifty-six per cent of the Science faculties is non-Canadian, including seventy-one per cent of the Mathematics departments, sixty-three per cent of the Botany departments and fifty-five per cent of the Physics departments. As we have previously concluded, there are necessary and good reasons for such numbers, to a considerable degree. Moreover, the numbers do not determine everything; for example, they clearly do not mean that the universities ignore Canadian phenomena. We frankly cannot say how much the numbers do mean for the many aspects of post-secondary education. We know that our institutions have much in common with American ones and that there are very many Americans in them. We have heard both far-fetched and sensible arguments about the Americans' influence. Undoubtedly there is bound to be American influence in the sharing of culture where twenty-two million Canadians and two hundred twenty-two million Americans share a continent, a language, and a freedom of expression.

The Committee believes Professor Neatby of Carleton University raises

pertinent questions about American influence.

What happens to Canadian universities when a large proportion of the faculty are Americans? Can they really be considered Canadian institutions any longer? Or are they being subtly--or even deviously--transformed into American universities situated in Canada?¹

It has been found that without controls Americans would influence Canadians excessively in banking, broadcasting, and publication. Therefore, it should be no surprise that the question of excessive American influence in education has been raised.

The Committee is unimpressed by the kind of extreme international view that has no respect for local phenomena. Of course education is properly general or universal in many aspects; all of life is, for that matter. Yet education is also properly particular in many aspects, as is all of life. The fact is that to a vast degree, we have our own subjects and forms of education and we may be right in that, for us, and for the rest of humanity as well. If Canadians do not study Canadian government, literature and painting, very few others will, and those subjects may be lost, not only for us but for all of humanity as well. If our institutions do not express our local character and aspiration then these phenomena also will be lost.

The extreme internationalists considered any other position than theirs chauvinistic or small-minded. Either Canadians had international universities or parochial normal schools--"universities" or "provincialities". Either Canadians had education as a world of ideas, President Wyman told us, or we locked out the rest of the world and went the rest of the way alone. It was as if we were on a slippery slope where one step from extreme internationalism could lead to disaster. The worst examples of chauvinism were cited as warnings to us, McCarthyite America and Nazi Germany being among the worst.

The Committee is unimpressed as well by the extreme nationalists who regard non-Canadians--and especially Americans--as the destroyers of all that is good

¹ CBC Broadcast, January 2, 1969.

in Canada and as the perpetrators of all that is bad. We believe that Canadian institutions are able to maintain their essential Canadian characteristics in spite of the great influx of non-Canadians. We believe further that non-Canadians are nothing like the ogres that some have made them out to be--representatives of foreign capitalism engaged in a totalitarian ideological engulfment of helpless students. On the contrary, we believe that non-Canadians are the bearers to a vast extent of knowledge, morality, and taste that have been of enormous value to Canadians.

The Committee is seriously concerned about the attention our institutions give to Canadian phenomena. Of course it should be clear from what we have reported that allegations that the institutions have wholly ignored Canadian phenomena are absolutely false. Courses and research on Canada are there to be seen in a host of fields. Even the most non-national subjects are concerned with Canadian phenomena and applications or are pursued in a Canadian environment; in some fields departments were nothing less than enthusiastic about Canadian courses and research. The departments may even have gone too far.

If some faculties and departments give less attention to Canadian phenomena than others do, they may well be justified in doing so considering their greater obligations to attend to non-Canadian phenomena. Obviously, Music and Drama must attend much more extensively to the world of art over the centuries than political science and economics need attend to the world of government and economy over the centuries. The arts must bring us the best art of any country and of any age; the social sciences must teach us about the practical present. Moreover, the arts have the problem of the spareness of great Canadian art. We do not say that there are not many good Canadian artists; we say only that there are few great ones. Political Science and Economics need not look for greatness in Canadian government or the Canadian economy; their existence alone is sufficient.

Obviously, history must attend to a vast world of political and non-political affairs over vast periods. If historians limit themselves by emphasizing history which has been of the most practical importance to Canadians and the rest of the world, it is little wonder that they should emphasize non-Canadian history. Finally, some departments cannot teach as much about Canadian phenomena as others do simply because there is not as much knowledge in their fields as in the others. Political Economy, Political Science, or Economics are older more established disciplines than Psychology, Sociology, Anthropology, and Geography; of course Political Science and Economics know more about Canada. The Committee is not interested in meting out treatment to anyone, but if it were it would follow the advice of the English Department at Calgary: "There seems to be no justification for meting out to English and all other subjects the identical treatment".

Nevertheless it may be true that some departments do not give sufficient attention to Canadian phenomena, or that non-Canadians do not. The English department, for example, may not have given sufficient attention to Canadian literature, even if they cannot give great attention to it. If little of Canadian literature is great, it still deserves attention as our own. Sociology departments may not give sufficient attention to Canadian society, judging from the survey of introductory courses, Appendix C. Non-Canadians may not give sufficient attention to Canadian phenomena in many fields, again judging from our survey. The Committee realizes the shortcomings of the survey in its reliance on the judgments of students and in the vagueness of its questions. We are troubled by the possibility that students may have judged the instructor's citizenship by his attention to Canadian phenomena. On the other hand, students did not always find significant differences between their "Canadians" and "non-Canadians", showing that they did not always judge citizenship from content. In the cases of some departments they actually found that non-Canadians gave more attention to Canadian phenomena than Canadians did. The Committee is reassured that the students'

understanding of the words "emphasis on Canadian issues and/or aspects" by its finding that the students' judgments agreed by and large with the judgments of the departments themselves in their submissions to us. Departments of Economics and Political Science said that they gave considerable emphasis to Canadian phenomena and students agreed that they did so; departments of Psychology and Fine Arts said that they did not give much attention to Canadian phenomena and students agreed that they did not do so.

From the evidence adduced the Committee is unable to determine for a multitude of disciplines the emphasis that they should place on Canadian phenomena. It believes strongly in the self-determination of our educational institutions and concludes that at this time they themselves are the best judges of that emphasis. We realize that for some parties that is a case of the accused judging himself; but we find that there is not sufficient evidence for an indictment.

To fulfill the public's trust in our institutions we believe that their administrative officers should examine their emphasis on Canadian phenomena, make recommendations in respect to the results, and make themselves responsible for the implementation of those recommendations. In the most general way the institutions should be aware of their distinctive Canadian character and they should see to it that that character is not changed through ignorance or lack of respect for it. Educators of all people should know what they are doing. The institutions should be aware too of the numbers of Canadians and non-Canadians whom they hire and of the reasons for their being hired.

Administrative officers in their examination of the emphasis on Canadian phenomena should hear from the individual department head who, the Canadian Association of University Teachers has said, would be "clearly incompetent regardless of his academic qualifications, his citizenship or national origin"

should he be "unsympathetic or indifferent to the development of Canadian studies".

For their part the departments of our institutions should heed the urging of the Canadian Union of Graduate Students and the Association of Universities and Colleges of Canada that

. . .all curriculum and planning committees of the universities. . . examine the extent of Canadian content in appropriate academic fields, and especially in the humanities and social sciences, with a view to increasing it, if needed.²

The Association realized that the matter of Canadian content had "nationalistic overtones" and yet it also felt that "Canadian studies in the humanities and the social sciences, in particular, have been relatively neglected both in university curricula and in research".

The departments should heed the advice of the Canadian Association of University Teachers which we cited in Chapter 3 in judging competence in their hiring, granting of tenure, giving increments in pay and promoting their staff. Competence, according to the C.A.U.T. is a matter of a professor's promise and ability as a teacher and scholar in a basic or universal sense, and it is also a matter of his performance within the Canadian university community, including his knowledge of Canadian phenomena where that is important. We add that competence should also be determined by a professor's involvement in the community outside the university, in the area of his field. Such an involvement is already one of the requirements of good performance in the universities. It should go without saying that the judgement of competence should be a serious and meaningful one. Teaching must be judged, no matter how hard it is to do so, and a man whose work is to teach and who teaches badly by ignoring relevant Canadian phenomena should not get tenure nor be promoted, no matter

²Letter to AUCC member institutions from S.J. Waines, Associate Director, January 26th, 1971.

³CAUT, Executives & Financial Committee, "Canadianization & the University", June 27, 1969. See Appendix A.

how good his research may be.

To some people a good way to get Canadians into our institutions and to keep them Canadian would be to apply quotas on non-Canadians. A good way to them to test the commitment of non-Canadians to Canada would be to see whether they take out Canadian citizenship. Tenure, they argue, should be granted only to Canadian citizens. The Committee rejects both proposals.

Applying quotas would prevent our institutions from recruiting people they need, while requiring citizenship would make recruitment extremely difficult if not impossible. While Canadian universities are producing increasing numbers of people qualified to teach, many of whom cannot find jobs, there are still shortages of qualified people in fields which have been developed only recently in Canada and in specialized areas of other fields. Requiring citizenship would be a serious imposition upon people which would be especially harsh for those who would have to give up pension and other rights which they had earned in countries of their origin. The imposition would be excessive because good performance would already be required before granting tenure or giving promotion. Furthermore such an imposition would not necessarily assure good performance. As a measure of the seriousness of requiring citizenship we observe that Canadian governments require citizenship for employment in only the most exceptional cases. The recommendations we make are similar to those made by the teaching profession itself and are required by the universities explicitly or implicitly already.

Finally the committee is impressed of the need for continuing and new public support for graduate education and research. If our institutions are expected to have Canadian and Canadian-trained personnel and to teach Canadian phenomena, they will need the personnel and resources to do so. We realize that the public must support many other things besides education and that its means are not endless. We realize too that graduate education and research

must compete with primary and secondary education and with other forms of post-secondary education. Moreover, we realize that some forms of graduate education may already have reached their proper levels or even have overreached them. They will require only continuing support, or even less support. At the moment, when the expansion of the economy and the universities has slowed, or ceased, Canadian graduates may be surplus in some fields. Yet there is still a shortage of graduates in some specialized fields and we must not enter the long term, whatever it may be, as we entered the 'fifties and 'sixties, without enough Canadians for our schools. That is so even if Ph.D.'s cannot get teaching positions. We simply cannot afford to lose another generation of scholars. A look at the figures for the university of staffs shows what needs to be done: in Agriculture sixty-five per cent of the staff are Canadian; in Medicine, Dentistry, and Nursing seventy per cent are; and in Engineering sixty-six per cent are. In Arts, on the other hand, only thirty-nine per cent are Canadian and in Science forty-four per cent are. We are reminded of Professor Buck's remark that higher education "has traditionally been given a low priority, with emphasis being placed on such practical fields as medicine, law, engineering and agriculture".

One cannot, or should not, teach what he does not know. Since so little is known about Canadian phenomena, at the level of high academic standards, Canadians and non-Canadians of the best of wills cannot teach much Canadian content. Scholarly knowledge largely depends on graduate or even post-graduate education and we have seen that that education is very new in most fields in Canada. Research and publication are proceeding in most gratifying ways, so that works are now available which were only dreamed of a few years ago. Yet the fact remains that whole areas have been touched only once or twice, while others have not been touched at all. It is obvious that more financial support

is required for research in Canadian phenomena. In a recent budget the University of Alberta gave \$270,000 for research in all subjects, an amount that was only about three per cent of the total sum available for research from all sources at the University. The \$270,000 was a ridiculous amount, Professor Engelmann told us:

Even if it all went to the social sciences, it would not be enough. How are we going to get Canadian social scientists, Canadian political scientists, if a relatively rich province like Alberta fails to put up the money? Certainly a million annually for social science research at Alberta's three universities is a necessary beginning if we want to help Canadianize the academic life of the province. We can spend all we want on teaching undergraduates - it will not produce one single scholar. Only research money does.

CHAPTER VII

RECOMMENDATIONS

1. The Universities' Act provides that the Board of Governors has the authority to appoint high administrative officers such as Presidents, Vice-Presidents and Deans. The Boards of Governors of the Alberta universities, which include residents of this province and graduates of its institutions, are quite capable of making these appointments. Over seventy per cent of these administrative positions are now occupied by Canadians. The Committee recognizes the value of having Canadians in these posts, but it rejects the proposal that a non-Canadian ought not to be appointed. The existing machinery appears satisfactory and no change is recommended.
2. Department Heads are both elected and appointed. It is apparent that they ought to be selected on the basis of qualifications, interest and abilities which include an appreciation of Canadian interests where relevant. We heard allegations from some professors, among others, of "old boy networks" resulting from lack of knowledge of the Canadian educational scene. If there are any, and we did not receive conclusive evidence of them, and if means of selecting department heads encourage them, we suggest scrutiny of appointments by the highest university authorities.
3. Selection Committees, whether elected or appointed, should consist of people, including members from within and without the department and student representatives if there are any, who are aware of the requirements of the discipline concerned, and the availability of personnel within Canada. It should be the responsibility of the Dean concerned, and, failing him, the academic Vice-President or the President, to see that the Committees are properly qualified. As a matter of practicality, for example, this will mean that both non-Canadians and Canadians fulfilling their first contract at the university will not likely be able to meet these requirements if they have little or no

knowledge of Canada. The Committee believes that it is imperative that selection committees be composed as recommended to ensure that the universities avoid "old boy networks".

4. The Committee rejects the imposition of quotas on the appointment of non-Canadian staff. It also rejects the suggestion that non-university watchdog committees be established to screen appointments to the academic staff of the universities.

5. As a further safeguard in the appointing procedure the Committee endorses the recommendations of the President of the University of Alberta to the General Faculty Council, as well as the recommendation of the Canadian Association of University Teachers and the Canadian Association of Universities and Colleges, that positions be advertised in Canadian journals and periodicals before they are filled. It is not recommended that this be the sole method used to recruit staff, but advertising must be used to ensure that available people, particularly at junior levels, have an opportunity of applying for positions.

6. The Committee agrees that competence must be the main test in university recruitment and appointment. In measuring competence for work in which there is a high Canadian content the fact that a competent application is a Canadian is of course relevant and probably dominant. In other fields where there are available competent Canadians who want to live and work in Canadian universities and who match other applicants in competence, it is not unreasonable to expect that such Canadians be given a preference. Indeed the Committee was often assured that such a preference is in fact common. It recommends it as a practice.

7. The Committee is not qualified to recommend what amount of Canadian content should be included in any course or in any group of courses in any given discipline. It is however the responsibility of curriculum committees, department heads, and deans to make certain that Canadian content is not ignored.

It is not good enough to assume that Canadian content is not ignored. Conflicting briefs on the subject by professors indicate the need for discussion and checks by university councils and authorities.

The Committee recommends that the same safeguards in the selection or appointment of curriculum and planning committees be adopted that have been recommended for recruitment and appointment committees.

8. The Committee has earlier reported to the Minister of Education on the fact that a number of non-Canadians entered Canada as landed immigrants and stayed in Canada while at the same time claiming and receiving tax exemption for a period of two years on the ground that they were "visiting" professors. The tenor of all of the briefs submitted on this point was that this tactic created an unfair advantage to non-Canadians competing with Canadians in Alberta's educational system. In conformity with the position taken by the Presidents of both the University of Alberta and the University of Calgary and numerous others, the Committee recommended that the tax concession be granted only to real visiting professors and that it not be used as an inducement for non-Canadians to come to Canada and get more spendable dollars from a job. It is to be noted that in this regard President Wyman warned the Deans and the Department Heads that this practice should stop, and it is the cause of much dissatisfaction from Canadians who are paid on an equal basis with others who stay, and yet who are subject to income tax.

9. The Committee recommends that the universities consider exchange programmes with other universities both Canadian and foreign, designed to bring senior Canadian professors, as well as other professors, to them.

10. Only the competent should be promoted, granted increments or given tenure and then only on the recommendation of carefully selected

committees. Competence includes not only the ability of a person as a teacher and scholar but also those qualities which affect his performance within his institution and the community at large.

11. In the faculties of Engineering, Education, Nursing and Medicine the staff is predominantly Canadian. In the Humanities and Social Sciences the percentage of Canadians holding academic positions drops dramatically, and in some departments the percentage of Canadians is below thirty. In some disciplines there have been few Canadian graduates from Canadian universities and it is apparent that if we are to have more Canadians in our universities we must develop these disciplines and attract competent Canadian students. The Committee has no idea as to the depth of the public purse, but there can be no doubt that if the money now available for graduate education cannot be increased it should be re-allocated so that neglected fields, including those concerned with Canadian culture, will not be ignored but rather will be expanded. Accordingly, the Committee suggests that this is not a time for cutting graduate facilities in the Humanities and Social Sciences and recommends that a careful examination be made of the available funds for graduate studies with a view to increasing support for those disciplines where there are few Canadians and in which Canada has a vital national interest.

12. In the selection of graduate students the Committee recommends that, while academic qualifications must be the major concern, there should also be a fair, reasonable and effective preference for qualified Canadian students. In most disciplines if recommendation 11 is followed this should

result in the majority of graduate students in well established departments being Canadian. At the same time we recommend that our universities continue to fulfill their obligations in international education. We are interested in encouraging Canadians, not discouraging non-Canadians.

13. The Committee cannot determine the degree of preference that should be given Canadians and graduates of Canadian schools. The Committee believes however that the preference should be decisive in the appointment of a Canadian over a non-Canadian to a junior position for which no experience is required, should the Canadian be within the range of competence with the non-Canadian in his performance in one of the good Canadian graduate schools.

14. In view of the many written and oral submissions, the Committee is aware of the interest of numerous people within and without the universities in the subject of our inquiry. If the public is to be satisfied that the universities have adopted the practices recommended, it is imperative that each university, in its annual report, deal with its recruitment and appointment procedures and report on the number of Canadian and non-Canadians appointed, on the examination it has made in the appropriate departments re Canadian content and on the teaching of Canadian phenomena and on the selection of composition by nationality of the graduate schools. We emphasize that the universities should determine the method of their reporting and not be subject to the burdens of outside questionnaire report procedures, and that reports not be discriminatory or unfair to any category of staff or student. It is only in this way that the academic community and the public

can be aware of all the universities have been doing in these fields and what they will no doubt be adding in the future.

15. Suggestions were made that there is a shortage of Canadian material in some fields and an inability of Canadians to get good Canadian works published. These are complicated matters involving high costs. Not enough evidence was provided to enable the Committee to reach a conclusion on them. However, it did encounter considerable discussion about a need for a Western University Press. It therefore recommends a careful examination into the need for, and economic feasibility of, such a Press at the appropriate time.

The Committee has been led to believe that the mere occurrence of its hearings and deliberations has helped the search for satisfactory remedies of existing problems. It has also noted that the subject had not received adequate discussion in the faculty councils of the universities before it was brought to public notice, and would recommend that those expressing concern in such matters bring them in the first instance to the attention of these councils.

RESPECTFULLY SUBMITTED

Arnold J. Meier
Chairman

Richard C. Baird
Vice-Chairman

Frank H. W. ...

Elizabeth Pedersen

...

Lorne ...

Jack ...

APPENDICES

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APPENDIX A

Canadian Association of University Teachers, "Canadianization' and the University"

June 27, 1969

The Canadian Association of University Teachers has been concerned with a number of the issues raised in the recent controversy on the "Canadianization" of the University, with possible abuses in faculty appointment procedures, and with Canadian course content where this is relevant. It has been concerned with developing a series of proposals that will encourage sound policies and contribute in some positive way to the strengthening of the Canadian university community. In particular, it is anxious that academic, professional and government agencies co-operate in developing more accurate and more complete bodies of information on the needs and resources of Canadian universities over the next ten years. It wishes to encourage, further, the development of graduate studies in those areas (such as the social sciences, for example) where projected demands appear to be far greater than the available Canadian supply.

At its meetings in Toronto on June 23-24, The Executive and Finance Committee of C.A.U.T. drafted the position paper which follows.

"CANADIANIZATION" AND THE UNIVERSITY

One function among the many legitimately assigned to a university is to develop an awareness of and an understanding of the society in which we live. This society of course has local and national as well as international aspects, all of which require attention. The university thus has an important role in the development of community and national identities. If we assume that university faculty play an important or even dominant role in the learning process, then we can properly expect that faculty members at Canadian universities be familiar with the Canadian situation and further be committed to the development and enrichment of the Canadian community, or engage themselves to acquire this familiarity and commitment. Canadian birth or citizenship is some evidence of such knowledge and concern, although not a necessary prerequisite to it. Other functions of the university require qualifications of expert knowledge in a discipline, concern for and ability to communicate with students, and, for senior positions, appropriate experience in university work.

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The principal criterion to be used in engaging a professor must continue to be his competence in the broad sense of his capacity to carry out the functions for which he was engaged. Competence thus includes not only his promise and ability as teacher and scholar, but also those qualities which affect his performance within the Canadian university community. In areas where a familiarity with things Canadian is important, as for example in Canadian history or government or literature, then competence requires that knowledge. Such knowledge is not confined to Canadian citizens, although it may require residence and study in Canada. From this viewpoint, the Chairman of a department (of history, for instance, or French, English, etc.) who is unsympathetic or indifferent to the development of Canadian studies is clearly incompetent regardless of his academic qualifications, his citizenship, or national origin.

The Canadian Association of University Teachers believes that competence, in the sense referred to above, should be the sole criterion for appointment. Consequently, C.A.U.T. is opposed to any system of quotas or formal regulations which would require that some fixed proportion on faculty or of new appointees be Canadian citizens, or which would reduce or restrict the status or rights of non-Canadian faculty members. The potential damage to individuals and to institutions of any enforceable quota regulations far outweighs any possible benefits. Further, in certain areas the lack of qualified Canadians, regardless of their desirability, makes a citizenship requirement impossible to meet. For example, until very recently anthropology and sociology were virtually ignored in Canadian universities and negligible numbers of graduate degrees were granted in these areas.

The C.A.U.T. is also opposed to invoking the authority of governments and legislatures to enforce or encourage rules concerning appointments or methods of appointments within universities.

At the same time, the C.A.U.T. is concerned with the related problem of finding positions for the graduates of Canadian universities. At present some appointments are made on the basis of personal contacts, which in many cases may operate on international, rather than on east-west trans-Canada lines. In keeping with our recent resolution urging publication in appropriate journals of all vacancies for teaching and administrative positions, we have urged upon various groups such as the university presidents and graduate deans (through A.U.C.C.) and the various Learned Societies that by means of advertisements in University Affairs and

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by other formal and informal employment services, including Departments of Manpower or Labour, they make known to Canadian students and faculty the openings available at Canadian universities. We are confident that Canadians, given the opportunity to apply, can compete successfully with applicants from anywhere in the world.

The C.A.U.T. further urges that academic, professional, and government agencies co-operate in the preparation, publication and annual revision of five- to ten-year projections of positions available and of graduate degrees granted in each academic discipline at Canadian universities. This will allow individual students a better opportunity to plan future careers, and universities a better opportunity to encourage Canadian talents in areas of projected needs through the development of adequate graduate programmes in such areas.

The C.A.U.T. is always prepared to investigate any allegations of anti-Canadian discrimination in appointments, and to endeavour to correct improper or unsatisfactory practices.

The Executive & Finance Committee
The Canadian Association of University Teachers

Appendix B

Statistical Data for Universities and Colleges

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TABLE A-1

ALBERTA UNIVERSITIES, CITIZENSHIP OF ACADEMIC STAFF BY FACULTY
AND DEPARTMENT AS OF AUGUST 1, 1971

FACULTY/DEPARTMENT	University of Alberta			University of Calgary			University of Lethbridge			TOTAL UNIVERSITIES		
	FREQ.	%	N/C	FREQ.	%	N/C	FREQ.	%	N/C	FREQ.	%	N/C
	Cdn.	N/C		Cdn.	N/C		Cdn.	N/C		Cdn.	N/C	
AGRICULTURE	45	24	65.2	34.8	0	0.0	0.0	0.0	0.0	45	24	65.2
ARTS (TOTAL)	143	234	37.9	62.1	115	180	39.0	61.0	33	39	45.8	54.2
Anthropology	5	32	13.5	86.5	11	21	34.4	65.6	6	6	50.0	50.0
Sociology	13	10	56.5	43.5	8	17	32.0	68.0	2	3	40.0	60.0
Economics	28	35	44.4	55.6	14	23	37.8	62.2	6	5	54.5	45.5
English	19	37	33.9	66.1	25	27	48.1	51.9	3	5	37.5	62.5
Fine Arts	15	13	53.6	46.4	2	11	15.4	84.6	2	3	40.0	60.0
Geography	15	15	50.0	50.0	8	14	36.4	63.6	4	4	50.0	50.0
History	5	17	22.7	77.3	6	12	33.3	66.7	3	3	50.0	50.0
Philosophy	9	13	40.9	59.1	5	12	29.4	70.6	0	4	0.0	100.0
Political Science	6	19	24.0	76.0	15	13	53.6	46.4	5	4	55.6	44.4
Psychology	28	43	39.4	60.6	21	30	41.2	58.8	2	2	50.0	50.0
Other Arts	24	27	47.1	52.9	9	4	69.2	30.8	0	0	0.0	0.0
COMMERCE	98	54	64.5	35.5	46	33	58.2	41.8	15	5	75.0	25.0
EDUCATION (TOTAL)	14	2	87.5	12.5	7	3	70.0	30.0	NOTE: U. of L. staff not	21	5	80.8
Ed. Administration	15	7	68.2	31.8	3	8	27.3	72.7	classified by dept. all	18	15	54.5
Ed. Foundations	16	13	55.2	44.8	14	11	56.0	44.0	listed under "Ed-Other"	30	24	55.6
Ed. Psychology	24	12	66.7	33.3	0	0	0.0	0.0		24	12	66.7
Ed. Elementary	14	9	60.9	39.1	0	0	0.0	0.0		14	9	60.9
Ed.-Secondary	15	11	57.7	42.3	22	11	65.7	33.3	15	5	75.0	25.0
Ed.-Other	69	17	80.2	19.8	29	33	46.8	53.2	0	0	0.0	0.0
ENGINEERING	133	47	73.9	26.1	33	24	57.9	42.1	0	0	0.0	0.0
MEDICINE/DENTISTRY/ NURSING	31	7	81.6	18.4	17	5	77.3	22.7	6	1	85.7	14.3
PHYSICAL EDUCATION	31	7	81.6	18.4	17	5	77.3	22.7	6	1	85.7	14.3
	54	13	80.6	19.4	54	13	80.6	19.4	54	13	80.6	19.4

TABLE A-1 * continued

FACULTY/DEPARTMENT	Univerity of Alberta			University of Calgary			University of Lethbridge			TOTAL UNIVERSITIES						
	FREQ.	%	N/C	FREQ.	%	N/C	FREQ.	%	N/C	FREQ.	%	N/C				
	Cdn.	N/C	Cdn.	Cdn.	N/C	Cdn.	Cdn.	N/C	Cdn.	Cdn.	N/C	Cdn.				
SCIENCE (TOTAL)	117	118	49.8	50.2	48	106	31.2	68.8	16	8	66.7	33.3	181	232	43.8	56.2
Botany	6	10	37.5	62.5	0	0	0.0	0.0	0	0	0.0	0.0	6	10	37.5	62.5
Chemistry	26	13	66.7	33.3	17	13	56.7	43.3	4	1	80.0	20.0	47	27	63.5	36.5
Earth Science	2	0	100.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	2	0	100.0	0.0
Geology	8	7	53.3	46.7	10	9	52.6	47.4	0	0	0.0	0.0	18	16	52.9	47.1
Mathematics	20	33	37.7	62.3	7	45	13.5	86.5	5	2	71.4	28.6	32	80	28.6	71.4
Physics	20	17	54.1	45.9	6	17	26.1	73.9	3	2	60.0	40.0	29	36	44.6	55.4
Zoology	8	13	38.1	61.9	0	0	0.0	0.0	0	0	0.0	0.0	8	13	38.1	61.9
Other Sciences	27	25	51.9	48.1	8	22	26.7	73.3	4	3	57.1	42.9	39	50	43.8	56.2
OTHER FACULTIES	251	80	75.8	24.2	20	5	80.0	20.0	0	0	0.0	0.0	271	85	76.1	23.9
TOTAL ALL FACULTIES	911	608	60.0	40.0	317	390	44.8	55.2	70	53	56.9	43.1	1298	1051	55.3	44.7

SOURCES: University of Calgary
University of Lethbridge
Research Department of the Committee, from information supplied by
The University of Alberta and Citizenship Branch, the Department of
The Secretary of State of Canada

TABLE A-2

CANADIAN UNIVERSITIES, CITIZENSHIP OF ACADEMIC STAFF BY DISCIPLINE, 1970 - 1971^a

	Canada %	Great Britain %	United States %	Other Countries %	Number Recorded ^a
Humanities					
Fine Arts	52.9	8.5	28.7	10.0	471
Classical Languages & Literature	46.4	27.5	14.0	12.2	222
English Language & Literature	53.7	15.2	25.8	5.4	1,192
French Language & Literature	53.1	9.6	6.7	30.6	686
Other Modern Languages & Literature	44.4	10.5	12.3	32.7	819
History	58.4	9.7	24.6	7.2	879
Philosophy	55.2	9.2	27.2	8.5	556
Other Pure Humanities	73.3	4.0	12.6	10.1	554
Applied Humanities	59.1	7.1	23.1	10.7	225
Total, Humanities	55.2	10.5	20.0	14.5	5,604
Social Sciences					
Anthropology & Sociology	40.3	6.1	38.5	15.0	781
Economics	54.7	5.7	17.0	22.6	611
Political Science	53.0	8.1	26.0	13.1	459
Geography	46.7	27.9	11.4	14.0	463
Psychology	49.8	6.7	33.7	9.9	900
Business	70.8	2.7	13.2	13.2	783
Education	72.5	6.1	15.3	6.2	1,674
Social Work	81.2	4.0	10.0	5.0	203
Other Applied Social Sciences	75.3	7.3	8.9	8.5	867
Total Social Sciences	61.4	7.5	19.8	11.3	6,741
Physical Sciences					
Chemistry	57.8	21.9	9.5	10.8	786
Biology	63.6	17.5	8.2	10.8	280
Mathematics	52.2	10.3	14.1	23.4	1,295
Physics	59.6	12.8	7.8	19.8	772
Other Pure Physical Sciences	52.0	9.4	22.3	16.2	148
Architecture	67.3	6.8	10.5	15.4	162
Engineering	65.8	10.8	4.5	18.9	1,627
Total, Physical Sciences	59.7	13.0	9.1	18.2	5,070

TABLE A-2* continued
CANADIAN UNIVERSITIES, CITIZENSHIP OF ACADEMIC STAFF BY DISCIPLINE, 1970-1971^a

	Canada %	Great Britain %	United States	Other Countries %	Number Recorded ^a
			Biological Sciences		
Pure Biological Sciences	64.8	12.4	12.9	10.0	1,034
Agriculture	76.8	8.6	8.4	6.2	466
Dentistry	74.9	8.7	6.9	9.6	219
Medicine	69.2	12.4	5.8	12.5	1,941
Nursing	84.1	2.1	7.9	5.9	290
Pharmacy	74.7	14.5	1.2	9.6	83
Other Applied Biological Sciences	41.1	23.5	17.7	17.7	17
Total Biological Sciences	70.4	11.1	8.1	10.5	4,050

a

For a number of faculty members neither their citizenship status nor the origin of their first degree was known, and these university teachers have been excluded from this table.

SOURCE: Max von Zur-Muehlen, The Ph.D. Dilemma in Canada, prepared for the Economic Council of Canada, October 22, 1971, from information supplied by the Council and Statistics Canada.

TABLE A-3
ALBERTA UNIVERSITIES
CITIZENSHIP OF ADMINISTRATIVE STAFF AS OF AUGUST 1, 1971

UNIVERSITY OF ALBERTA	Director/ Dean	Assoc./Asst. Dean	Dept. Head/ Division Head	Administra- tive Officer	Librarian	Research Assoc.	Other	TOTAL
Canadian	17(77.3%)	19(86.4%)	57(72.2%)	133(81.6%)	62(75.6%)	0	19(67.9%)	307(77.3%)
Non- Canadian	5	3	22	30	20	1	9	90

UNIVERSITY OF CALGARY	Director/ Dean	Assoc./Asst. Dean or Adminis. Officer	Department Head	Other Adminis.	TOTAL
Canadian	22(88.0%)	50(58.8%)	Not included in data from University	2(25.0%)	74(62.7%)
Non- Canadian	3	35	Not included	6	44

UNIVERSITY LETHBRIDGE	Director/ Dean	Department Head/ Division Head	Administrative Officer	TOTAL
Canadian	2(100.0%)	9(64.3%)	7(70.0%)	18(69.2%)
Non- Canadian	0	5	3	8

Sources: Research Department and the Universities

TABLE A-4

ALBERTA UNIVERSITIES, CITIZENSHIP OF ACADEMIC STAFF BY FACULTY BY YEAR OF APPOINTMENT

FACULTY	pre 1950	1950- 1954	1955 1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971 Parti Year
AGRICULTURE															
Canadian (n=45)	9	4	4	1	1	3	1	1	0	8	1	5	3	1	3
Non-Canadian (n=24)	2	0	2	0	0	3	2	0	0	3	1	4	4	3	0
ARTS															
Canadian (n=291)	13	12	16	9	8	13	10	17	20	28	32	27	42	33	11
Non-Canadian (n=453)	1	1	5	5	11	15	17	10	27	46	61	75	112	47	20
COMMERCE															
Canadian (n=33)	1	1	0	0	1	2	2	3	1	3	1	7	5	5	1
Non-Canadian (n=31)	0	0	0	0	0	1	0	1	0	1	3	4	3	14	4
MEDICINE/DENTISTRY															
NURSING															
Canadian (n=166)	10	10	19	3	7	2	3	6	8	10	15	17	27	24	5
Non-Canadian (n=71)	2	0	0	0	1	0	2	0	2	8	4	12	20	19	1
EDUCATION															
Canadian (n=159)	6	3	15	6	3	2	3	8	13	16	32	12	24	15	1
Non-Canadian (n=92)	0	0	0	1	1	1	2	2	8	11	11	15	27	2	1
ENGINEERING															
Canadian (n=98)	15	3	10	7	3	2	2	4	7	9	8	9	7	11	1
Non-Canadian (n=50)	0	0	1	1	0	1	0	2	4	3	10	13	9	5	1
PHYSICAL EDUCATION															
Canadian (n=54)	5	2	4	0	2	0	4	1	5	4	6	5	6	8	2
Non-Canadian (n=13)	0	0	0	0	0	0	2	1	0	1	3	2	0	4	0
SCIENCE															
Canadian (n=180)	9	4	32	4	4	9	15	3	7	12	22	14	24	16	6
Non-Canadian (n=232)	1	0	7	1	4	8	8	10	16	28	31	36	39	34	9
OTHER FACULTIES															
Canadian (n=271)	21	9	10	9	19	7	7	5	11	11	19	34	53	50	6
Non-Canadian (n=85)	1	0	1	4	0	0	0	1	1	6	13	19	27	19	2
TOTAL FACULTIES															
Canadian (n=1297)	89	48	110	39	48	40	47	48	72	101	136	130	191	163	36
Non-Canadian (n=1051)	7	1	16	12	17	29	33	27	58	107	137	171	241	157	38

SOURCE: Research Department and the Universities

TABLE A-5
ALBERTA UNIVERSITIES, ASSEUMPTION OF CANADIAN CITIZENSHIP
BY NON-CANADIANS OF ACADEMIC STAFF BY FACULTY AS OF AUGUST 1, 1971

<u>FACULTY</u>	<u>ELIGIBLE FOR CANADIAN CITIZENSHIP^a</u>	<u>ELIGIBLE ASSUMING CANADIAN CITIZENSHIP</u>	<u>RATE OF ASSUMPTION</u>
Agriculture	15	3	20%
Arts	193	55	28%
Commerce	6	3	50%
Medical Dental Nursing	33	18	55%
Education	26	13	50%
Engineering	28	16	57%
Physical Education	8	4	50%
Science	113	30	27%
Others	<u>43</u> 465	<u>17</u> 159	<u>40%</u> 34%

a Those residing in Canada for a minimum of 5 years as of the start
of the 1970/1 academic year.

Sources: Research Department and the Universities

TABLE A-6

ALBERTA UNIVERSITIES, COUNTRY OF HIGHEST DEGREE ON APPOINTMENT
OF ACADEMIC STAFF BY FACULTY AS OF AUGUST 1, 1971

FACULTY		Canada (%)	United Kingdom (%)	United States (%)	Other (%)	Unknown or no Degrees Listed (%)
AGRICULTURE						
Canadian	(n=45)	42.2	2.2	53.4	2.2	0.0
Non-Canadian	(n=24)	8.3	29.2	33.3	25.0	4.2
ARTS						
Canadian	(n=291)	52.5	10.0	28.9	5.5	3.1
Non-Canadian	(n=453)	7.1	14.3	64.2	11.5	2.9
COMMERCE						
Canadian	(n=33)	51.5	0.0	39.4	9.1	0.0
Non-Canadian	(n=31)	3.2	9.7	77.4	9.7	0.0
EDUCATION						
Canadian	(n=159)	56.0	1.9	39.6	1.9	0.6
Non-Canadian	(n=92)	5.4	16.3	71.7	4.4	2.2
ENGINEERING						
Canadian	(n=98)	57.2	15.3	24.5	3.0	0.0
Non-Canadian	(n=50)	12.0	34.0	30.0	22.0	2.0
MEDICINE/DENTISTRY/NURSING						
Canadian	(n=166)	73.5	7.8	13.9	2.4	2.4
Non-Canadian	(n=71)	18.3	53.5	21.1	5.7	1.4
PHYSICAL EDUCATION						
Canadian	(n=54)	51.9	3.7	44.4	0.0	0.0
Non-Canadian	(n=13)	23.1	15.4	46.1	0.0	15.4
SCIENCE						
Canadian	(n=181)	52.5	10.5	29.8	6.1	1.1
Non-Canadian	(n=232)	10.3	28.5	43.1	16.8	1.3
OTHER FACULTIES						
Canadian	(n=271)	62.0	4.4	20.7	2.6	10.3
Non-Canadian	(n=85)	13.0	20.0	47.0	8.2	11.8
TOTAL FACULTIES						
Canadian	(n=1298)	57.6	7.2	28.1	3.7	3.4
Non-Canadian	(n=1051)	9.2	21.9	53.8	12.0	3.1

SOURCE: Research Department and the Universities

TABLE A-7

ALBERTA UNIVERSITIES, HOLDING OF DOCTORAL DEGREE ON APPOINTMENT BY CANADIANS AND NON-CANADIANS OF ACADEMIC STAFF BY FACULTY BY YEAR OF APPOINTMENT.

FACULTY	Pre-1966		1966		1967		1968		1969		1970		1971		TOTAL	
	PhD	Non-PhD	PhD	Non-PhD	PhD	Non-PhD	PhD	Non-PhD	PhD	Non-PhD	PhD	Non-PhD	PhD	Non-PhD	PhD	Non-PhD
ARTS																
Canadian	52	66	6	22	12	20	10	17	15	27	10	23	3	8	108	18
	44.1%	55.9	21.4	78.6	37.5	62.5	37.0	73.0	35.7	64.3	30.3	69.7	27.3	72.7	37.1	62
Non-Canadian	55	37	28	18	32	29	29	46	54	58	26	21	9	11	233	22
	59.8%	41.2	60.9	39.1	52.5	47.5	38.7	61.3	48.2	51.8	55.3	44.7	45.0	55.0	51.4	48
EDUCATION																
Canadian	20	39	6	10	19	13	4	8	10	14	4	11	0	1	63	96
	33.9%	66.1	37.5	62.5	59.4	40.6	33.3	66.7	41.7	59.3	26.7	73.3		100.	39.6	60
Non-Canadian	8	7	9	2	6	5	10	5	15	12	6	6	0	1	54	38
	53.3	46.7	81.8	18.2	54.5	45.5	66.7	33.3	56.0	44.0	50.0	50.0	0	100.	58.7	41
SCIENCE																
Canadian	70	17	12	0	13	9	8	6	17	7	11	5	6	0	137	44
	80.5%	19.5	100.	0	59.1	40.9	57.1	42.9	70.8	29.2	68.8	31.2	100.		75.7	24
Non-Canadian	43	12	20	8	24	7	25	11	33	6	31	3	7	2	183	49
	78.2%	21.8	71.4	28.6	77.4	22.6	69.4	30.6	84.6	15.4	91.1	18.9	77.8	22.2	78.9	21

SOURCE: Research Department and the Universities

TABLE A-8

ALBERTA UNIVERSITIES, ACQUIRING OF DOCTORAL DEGREE
AFTER APPOINTMENT BY CANADIANS AND NON-CANADIANS OF ACADEMIC STAFF BY FACULTY
AS OF JULY, 1971

FACULTY	NUMBER ELIGIBLE ^a	POST-APPOINTMENT Ph.D.'s Completed	LOCATION OF POST-APPOINTMENT			Ph.D.		NUMBER OF OTHER DEGREES COMPLETED (Masters, Bach., etc.)
			Canada	United Kingdom	United States	Other		
ARTS								
Canadian	183	45 (25%)	18	4	21	2	13	
Non-Canadian	220	41 (19%)	10	8	21	2	5	
EDUCATION								
Canadian	96	45 (47%)	11	1	32	1	9	
Non-Canadian	38	10 (26%)	1	1	8	0	1	
SCIENCE								
Canadian	44	10 (23%)	3	1	4	2	4	
Non-Canadian	49	14 (29%)	1	3	6	4	1	

^aNumber of full-time academic staff on the faculty less the number of those who held the Ph.D. at the time of appointment.

SOURCE: Research Department and the Universities

TABLE A-9

ALBERTA UNIVERSITIES, HOLDING OF TENURE BY CANADIANS
AND NON-CANADIANS OF ACADEMIC STAFF BY FACULTY AS OF JULY 1971

FACULTY	FREQUENCIES			PERCENTAGES		
	Tenured	Non-Tenured	Tenure Status Unknown	Tenured	Non-Tenured	Tenure Status Unknown
AGRICULTURE						
Canadian (n=45)	39	6	0	86.7 %	13.3%	0.0%
Non-Canadian (n=24)	16	8	0	66.7%	33.3%	0.0%
ARTS						
Canadian (n=291)	182	108	1	62.6%	37.1%	.3%
Non-Canadian (n=453)	244	207	2	53.9%	45.7%	.4%
COMMERCE						
Canadian (n=33)	18	15	0	54.5%	45.5%	0.0%
Non-Canadian (n=31)	10	21	0	32.3%	67.7%	0.0%
EDUCATION						
Canadian (n=159)	110	49	0	69.2%	30.8%	0.0%
Non-Canadian (n=92)	54	38	0	58.7%	41.3%	0.0%
ENGINEERING						
Canadian (n=98)	80	18		81.6%	18.4%	0.0%
Non-Canadian (n=50)	33	17	0	66.0%	34.0%	0.0%
MEDICINE/DENISTRY/ NURSING						
Canadian (n=166)	108	58	0	65.1%	34.9%	0.0%
Non-Canadian (n=71)	38	33	0	53.5%	46.5%	0.0%
PHYSICAL EDUCATION						
Canadian (n=54)	37	17	0	68.5%	31.5%	0.0%
Non-Canadian (n=13)	8	5	0	61.5%	38.5%	0.0%
SCIENCE						
Canadian (n=181)	140	40	1	77.3%	22.1%	0.6%
Non-Canadian (n=232)	124	108	0	53.4%	46.6%	0.0%
OTHER FACULTIES						
Canadian (n=271)	193	77	1	71.2%	28.4%	0.4%
Non-Canadian (n=85)	52	32	1	61.2%	37.6%	1.2%
TOTAL FACULTIES						
Canadian (n=1298)	907	388	3	69.9%	29.9%	0.2%
Non-Canadian (n=1051)	579	469	3	55.1%	44.6%	0.3%

SOURCE: Research Department and the Universities

TABLE A-10

ALBERTA UNIVERSITIES, ACADEMIC RANK OF CANADIANS AND
NON-CANADIANS BY FACULTY AS OF AUGUST 1, 1971

FACULTY	Professor (%)	Associate Professor (%)	Assistant Professor (%)	Lecturer (%)	Instructor (%)	Other (%)
AGRICULTURE						
Canadian (n=45)	42.2%	40.0%	13.3%	0.0%	0.0%	4.5%
Non-Canadian (n=24)	29.2	29.2	37.5	0.0	0.0	4.1
ARTS						
Canadian (n=291)	20.6	30.3	41.6	3.4	1.7	2.4
Non-Canadian (n=453)	15.2	35.3	46.1	1.6	.5	1.3
COMMERCE						
Canadian (n=33)	15.2	54.5	27.3	0.0	3.0	0.0
Non-Canadian (n=31)	12.9	54.8	32.3	0.0	0.0	0.0
EDUCATION						
Canadian (n=159)	24.5	48.5	23.9	0.6	0.0	2.5
Non-Canadian (n=92)	16.3	48.9	30.4	1.1	1.1	2.2
ENGINEERING						
Canadian (n=98)	38.8	41.8	17.4	0.0	0.0	2.0
Non-Canadian (n=50)	22.0	54.0	20.0	0.0	2.0	2.0
MEDICINE/DENTISTRY/NURSING						
Canadian (n=166)	31.9	28.9	25.9	10.3	0.6	2.4
Non-Canadian (n=71)	21.1	39.5	29.6	5.6	1.4	2.8
PHYSICAL EDUCATION						
Canadian (n=54)	14.8	29.6	37.1	11.1	3.7	3.7
Non-Canadian (n=13)	0.0	38.4	30.8	15.4	15.4	0.0
SCIENCE						
Canadian (n=181)	33.7	30.4	27.6	0.6	0.0	7.7
Non-Canadian (n=232)	16.8	37.1	40.5	0.0	0.0	5.6
OTHER FACULTIES						
Canadian (n=271)	9.6	16.2	12.6	1.8	0.4	59.4
Non-Canadian (n=85)	14.1	15.3	20.0	4.7	0.0	45.9
TOTAL FACULTIES						
Canadian (n=1298)	23.8	31.2	26.0	3.1	0.8	15.1
Non-Canadian (n=1051)	16.4	36.9	38.2	1.7	0.7	6.1

SOURCE: Research Department and the Universities

TABLE A-11

UNIVERSITY OF ALBERTA, NUMBERS OF STUDENTS AND ACADEMIC STAFF
1927 - 1971

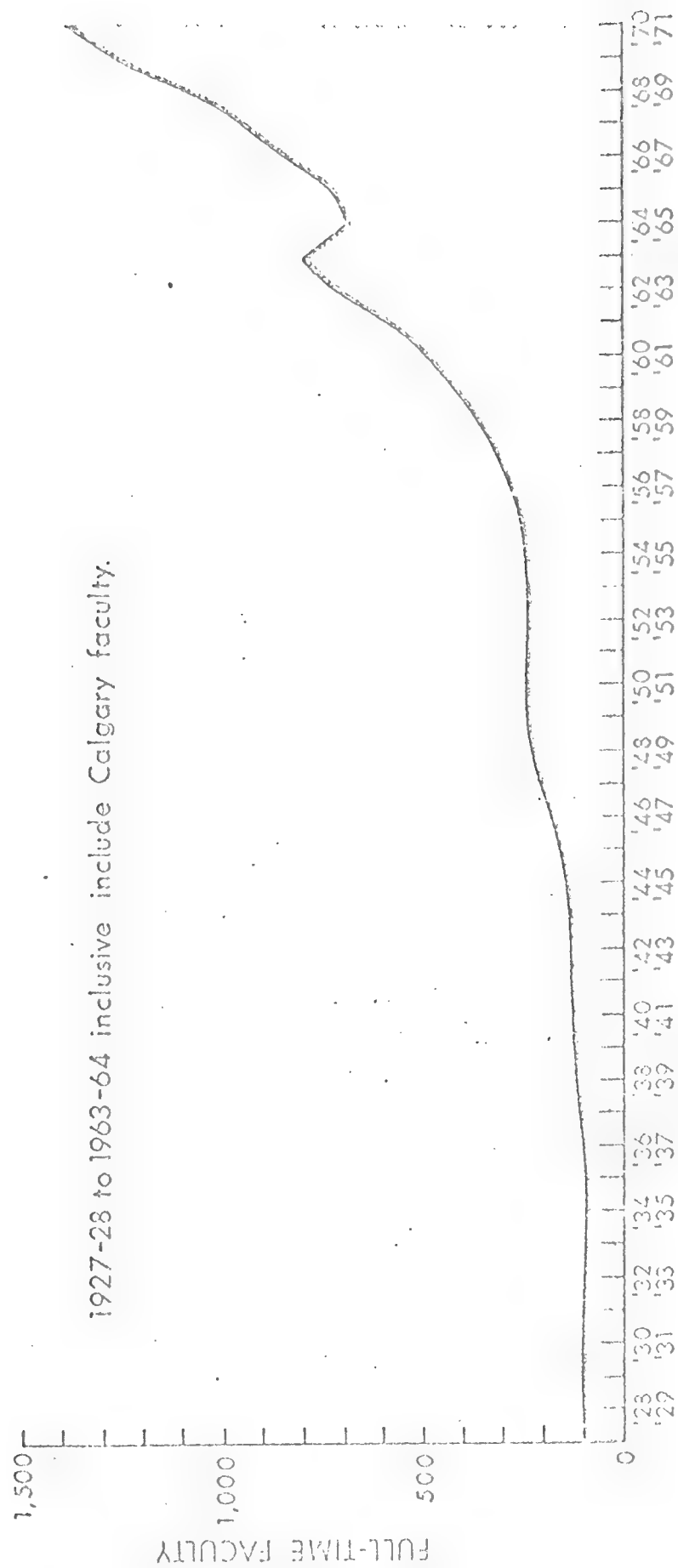
YEAR	FULL-TIME ENROLLMENT ^a	FULL-TIME FACULTY
1927-28	1,136	93
1928-29	1,223	98
1929-30	1,361	100
1930-31	1,467	96
1931-32	1,532	99
1932-33	1,623	92
1933-34	1,596	92
1934-35	1,597	88
1935-36	1,724	94
1936-37	1,724	99
1937-38	1,708	101
1938-39	1,836	106
1939-40	1,971	109
1940-41	1,915	118
1941-42	1,743	129
1942-43	1,749	118
1943-44	1,641	121
1944-45	1,597	140
1945-46	3,229	157
1946-47	4,083	183
1947-48	4,554	202
1948-49	4,242	223
1949-50	3,883	234
1950-51	3,339	228
1951-52	3,024	229
1952-53	3,094	227
1953-54	3,322	228
1954-55	3,599	238
1955-56	3,824	243
1956-57	4,127	264
1957-58	4,624	302
1958-59	5,241	340
1959-60	5,703	420
1960-61	6,381	478
1961-62	7,203	569
1962-63	7,417	742
1963-64	8,185	796
1964-65	9,334	674 (Calgary staff excluded)
1965-66	10,233	729
1966-67	11,464	836
1967-68	12,992	921
1968-69	15,293	1,083
1969-70	17,342	1,253
1970-71	18,337	1,365

^a
Winter Day

SOURCE: University of Alberta

FIGURE A-1

UNIVERSITY OF ALBERTA, GROWTH IN ACADEMIC STAFF, 1928 - 1971



SOURCE: University of Alberta

TABLE A-12
CANADIAN UNIVERSITIES AND UNIVERSITY OF ALBERTA
DOCTORAL DEGREES AWARDED, 1960-1971

ACADEMIC YEAR		
	Canada	U. of A.
1960-61	305	11
1961-62	321	26
1962-63	421	34
1963-64	481	46
1964-65	569	44
1965-66	697	72
1966-67	788	71
1967-68	1006	100
1968-69	1108	127
1969-70	1340	153
1970-71	1540 EST.	93 b
(SOURCE-CANADA-D.B.S. REPORTS)		

CALENDAR YEAR		
	Canada	U. of A.
1960	a	7
1961	a	20
1962	a	27
1963	a	42
1964	a	51
1965	a	62
1966	641	68
1967	819	84
1968	1069	125
1969	1229	135
1970	a	159
(SOURCE-CANADA-C.A.G.S. REPORT)		

a Data Not Available

b Fall 1970 Only

SOURCE: University of Alberta

TABLE A-13

UNIVERSITY OF ALBERTA, DOCTORAL DEGREES
AWARDED BY DEPARTMENTS, 1960-1970

Department	1960		1961		1962		1963		1964		1965		1966		1967		1968		1969		1970		TOTAL
	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	
Animal Science					1		2						1		1		1		4	1	1		12
Biochemistry					2		1	1	1			3		2	1	1		5	4	2	3		26
Botany										2		1					1	1	4		1		10
Chem. & Pet. Engineering				1			2				1	1	2	1	2	1	3						14
Chemistry	1	3	2	5	5	3	8	7	9	5	6	4	7	6	10	14	16	9	11	9	12		152
Civil Engineering						1						2	1		2		2	2		1	5		16
Economics												1									1		2
Educational Admin.				5	1	1	1	2	1	2	3	5	1	7	3	7	4	14	1	5	1	7	71
Educational Foundations											1		1		1	1	1	1		3			9
Educational Psychology	1	1	1		1	2			3	1	5		2	5	1	4	9	3	13	5	9		66
Electrical Engineering													1	2			1		2		6		12
Elementary Education													1					1	2	1	2		7
English												1			2		2	3	3	3	2		16
Entomology				2		1	3	2				1	1	1		2	2		2	1	3	3	24
Food Science					1	1	1	1	1						1	1							7
Genetics				1	1		1			1			1	4		2	1	1	1	2	3	3	22
Geography																		2	2	1			5
Geology	1		1		1				1	1	1	1	2	3	1		5	1		1	1	1	22
Germanic Languages																			1				1
History									1						2	1			1				5
Linguistics																	1			2	2		5
Mathematics			1		1		1		1	1	3	1	5	1	2	2		2	2	2	4		29
Mechanical Engineering							2			1		1				1		1		2	2		10
Microbiology																		1			2		3
Mining and Metallurgy						1		3					2		2								8
Pharmacology											1				1	2	1		5	2			12
Pharmacy			1				1				1	1	1		1			1	2	3	2		14
Philosophy											1										1		2
Physical Education																			2	1	2		5
Physics	2	1			1	2	2	2	5	3	1	2	2	2		4	5	6	5	8	5	6	64
Physiology									1			1					1						3
Plant Science			1			2			1	1		4		2	1		2	3		4	2	1	24
Political Science																	1	1	4	2			8
Psychology										1		2	1	1		2	2	4	4	1	1	8	27
Romance Languages															1					1	1		3
Secondary Education	1						1				1	2	1		2	4		1	6	1	2		22
Sociology																1		1	1	1	1		6
Soil Science				1					1	2	1						1	1	1	3			11
Zoology									1	1		2	1	1	2	5	1	3	2	1	4	1	29
TOTALS	3	4	7	14	13	14	19	22	24	27	17	45	27	41	30	54	46	79	48	87	66	93	760

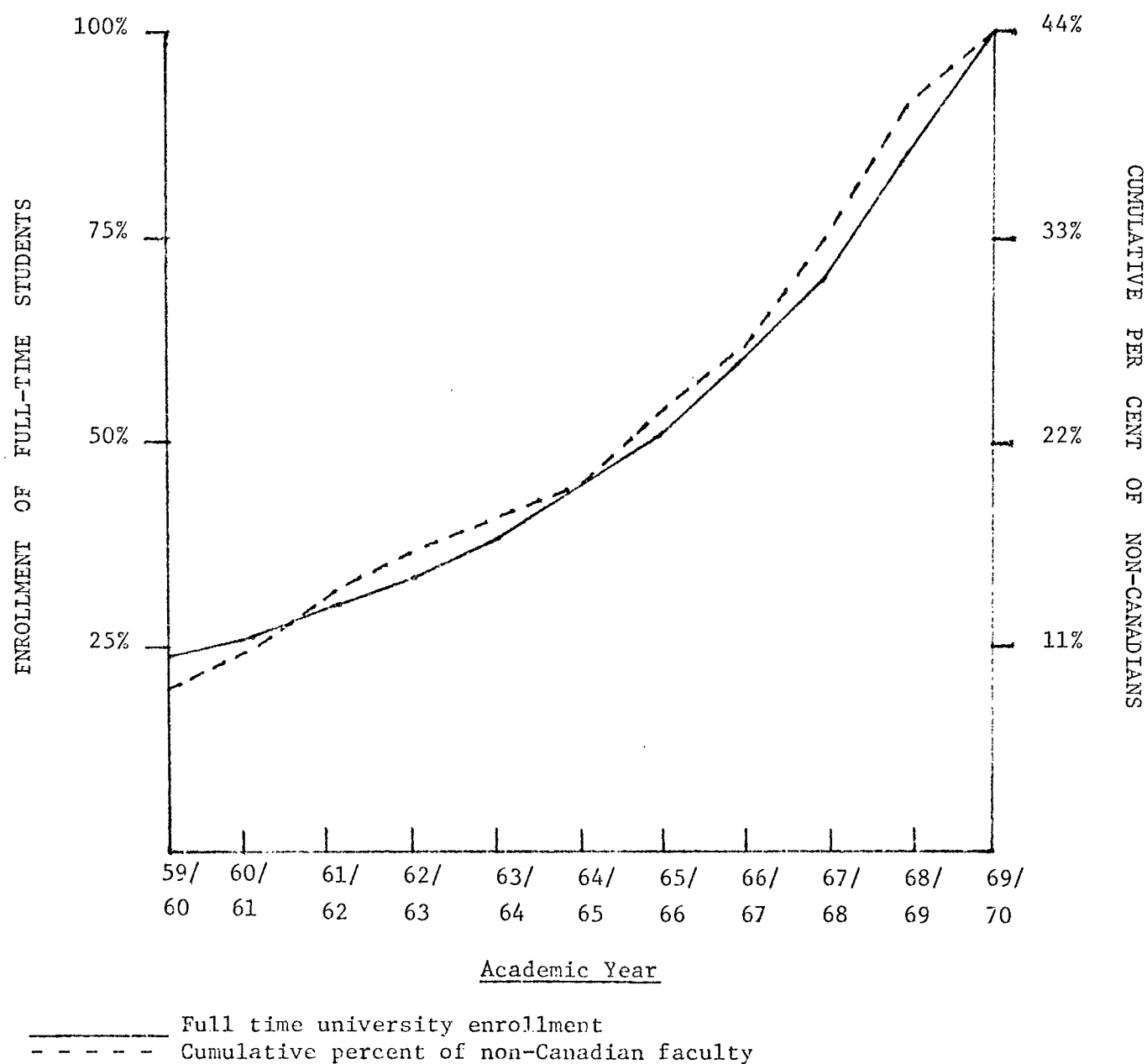
S: Spring Convocation

F: Fall Convocation

SOURCE: University of Alberta

FIGURE A-2

ALBERTA UNIVERSITIES, INCREASE IN STUDENTS RELATIVE TO
INCREASE IN NON-CANADIANS ON ACADEMIC STAFF, 1959-1970



This graph was constructed by relating the present citizenship of the 1969/70 university academic staff to their time of appointment. The cumulative percentiles were constructed from this data. The graph ignores attrition and conversion.

SOURCE: Annual Report: Alberta Universities Commission, 1969/70

TABLE B-1

GRAND PRAIRIE COLLEGE, CITIZENSHIP OF ACADEMIC STAFF BY DIVISION
1970-1971

	Univ. Transfer	Contin. Educ.	Busin. Educ.	Stud. Serv.	Admin. Other	Not Stated	TOTAL
Canadian	11	3	3	3	3	0	23(88.5%)
Non-Canadian	1	1	0	0	0	0	2(7.7%)
Not Stated	0	0	0	0	0	1	1(3.8%)

SOURCE: Grand Prairie College

TABLE B-2

GRAND PRAIRIE COLLEGE, COUNTRY OF DEGREE OF ACADEMIC STAFF BY DIVISION
1970-1971

	Univ. Transfer	Contin. Educ.	Busin. Educ.	Stud. Serv.	Admin. Other	Not Stated	TOTAL
UNDERGRADUATE							
Canada	9	3	2	2	3	0	19(73.1%)
U.S.	3	1	1	1	0	1	7(26.9%)
Britain	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0
None Stated	0	0	0	0	0	0	0
GRADUATE							
Canada	9	1	1	0	2	0	13(50.0%)
U.S.	3	1	1	2	0	1	8(30.8%)
Britain	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0
None Obtained	0	2	1	1	1	0	5(19.2%)

SOURCE: Grand Prairie College

TABLE B-3

GRAND PRAIRIE COLLEGE, CITIZENSHIP AND COUNTRY OF GRADUATE DEGREE OF
ADMINISTRATIVE STAFF, 1970-1971

ADMINISTRATIVE POSITIONS	CITIZENSHIP		GRADUATE DEGREE	
	Canadian	Non-Canadian	Canada	United States
Chairmen	4	0	3	1
President	1	0	1	0
Registrar	1	0	1	0
Librarian	1	0	1	0

SOURCE: Grand Prairie College

TABLE B-4

LETHBRIDGE COMMUNITY COLLEGE, CITIZENSHIP OF ACADEMIC STAFF BY DIVISION
1970-1971

	Lib. Educ.	Bus. Educ.	Tech. Voc.	Cont. Educ. Educ.	Nur- sing	Pers- onnel	Agri.	Lib- rary	total
Canadian	16	10	8	2	8	3	2	1	50(89.3)
Non-Canadian	5	0	1	0	0	0	0	0	6(10.7)
Total Staff	21	10	9	2	8	3	2	1	56

SOURCE: Lethbridge Community College

TABLE B-5

Lethbridge Community College, Country of Degree of Academic Staff by Division
1970-1971

	Lib. Educ.	Bus. Educ.	Tech. Voc. Educ.	Cont. Educ.	Nur- sing	Pers- onnel	Agri.	Lib- rary	TOTAL
UNDERGRADUATE									
Canada	11	8	6	2	8	3	2	1	41(73.2)
U.S.	10	1	1	0	0	0	0	0	12(21.4)
Britain	0	0	0	0	0	0	0	0	0
Other	0	0	1	0	0	0	0	0	1(1.8%)
None Stated	0	1	1	0	0	0	0	0	2(3.6%)
GRADUATE									
Canada	2	2	1	0	0	0	1	0	6(10.7%)
U.S.	10	3	0	1	2	2	1	0	19(33.9%)
Britain	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0
None Obtained	9	5	8	1	6	1	0	1	31(55.4%)

SOURCE: Lethbridge Community College

TABLE B-6

Lethbridge Community College, Citizenship and Country of Graduate Degree of
Administrative Staff, 1970-1971

ADMINISTRATIVE POSITIONS	CITIZENSHIP		GRADUATE DEGREE		
	Canadian	Non-Canadian	Canada	United States	None Obtained
Directors	6	0	2	3	1
Acting Director	1	0	0	0	1
Librarian	1	0	0	0	1

SOURCE: Lethbridge Community College

TABLE B-7

MEDICINE HAT COLLEGE, CITIZENSHIP OF ACADEMIC STAFF BY DIVISION
1970-1971

	Business	Humanities/ Social Sci.	Science Phsy. Ed./ Nursing	Academic Upgrading	Total
Canadian	2	6	9	1	18(69.2%)
Non-Canadian	2	3**	2	0	7(27.0%)
Not Stated	0	0	0	1	1(3.8%)

SOURCE: Medicine Hat College

** One Staff member also serves in position with Business Division

TABLE B-8

MEDICINE HAT COLLEGE, COUNTRY OF DEGREE OF ACADEMIC STAFF BY DIVISION
1970-1971

	Business	Humanities/ Social Sci.	Science Phsy.Ed/ Nursing	Academic Upgrading	Total
UNDERGRADUATE					
Canada	1	5	7	2	15(57.7%)
U.S.	2	4**	2	0	8(30.8%)
Britain	0	0	1	0	1(3.8%)
Other	1	0	1	0	2(7.7%)
GRADUATE					
Canada	0	4	9	1	14(53.9%)
U.S.	3	5**	2	1	11(42.3%)
Britain	0	0	0	0	0
Other	0	0	0	0	0
None Obtained	1	0	0	0	1(3.8%)

SOURCE: Medicine Hat College

** One staff member has joint appointment with Business Division

TABLE B-9

MEDICINE HAT COLLEGE, CITIZENSHIP AND COUNTRY OF GRADUATE DEGREE OF
ADMINISTRATIVE STAFF
1970-1971

ADMINISTRATIVE POSITION	CITIZENSHIP		GRADUATE DEGREE			
	Canadian	Non-Canadian	Canada	U.S.	Britain	Other
Chairmen	3	0	1	2	0	0

SOURCE: Medicine Hat College

TABLE B-10

MOUNT ROYAL COLLEGE, CITIZENSHIP OF ACADEMIC STAFF BY DIVISION
1970-1971

TEACHING STAFF:

	Arts	Sci- ence	Nur- sing	Phsy. Ed/ Recr- eation	Soc- ial	De- sign	Adult Upgr.	Radio TV Journ- alism	Other	TOTAL
Canadian	28	22	10	5	6	5	2	5	5	88(77.2%)
Non- Canadian	12	4	3	1	1	1	2	0	2	26(22.8%)
Total Teach- ing Staff	40	26	13	6	7	6	4	5	7	114

COUNSELLORS

Canadian	8
Non- Canadian	4
Total	12

SOURCE: Mount Royal College

TABLE B-11

MOUNT ROYAL COLLEGE, COUNTRY OF DEGREE OF ACADEMIC STAFF BY DIVISION
1970-1971

	Arts	Sci- ence	Nur- sing	Phsy Ed./ Recr- eation	Soc- ial Serv.	De- sign	Adult Upgr.	Radio TV Journ- alism	Other	Total
UNDERGRADUATE										
Canada	25	16	11	3	6	5	2	2	4	74(64.9%)
U.S.	11	5	1	3	1	1	2	2	2	28(24.5%)
Britain	0	2	0	0	0	0	0	0	0	2(1.8%)
Other	4	3	1	0	0	0	0	0	1	9(7.9%)
None stated	0	0	0	0	0	0	0	1	0	1(.9%)
GRADUATE										
Canada	21	12	5	1	7	4	1	1	2	54(47.4%)
U.S.	12	7	2	5	0	1	1	1	3	32(28.1%)
Britain	0	0	0	0	0	0	0	0	0	0
Other	2	0	1	0	0	0	0	0	0	3(2.6%)
None obtained	5	7	5	0	0	1	2	3	2	25(21.9%)

SOURCE: Mount Royal College

TABLE B-12

MOUNT ROYAL COLLEGE, CITIZENSHIP AND COUNTRY OF GRADUATE DEGREE OF
ADMINISTRATIVE STAFF, 1970-1971

ADMINISTRATIVE POSITIONS	CITIZENSHIP		GRADUATE DEGREE	
	CANADIAN	NON-CANADIAN	CANADA	U.S. OTHER
Chairmen	8	3	6	3 2
Vice President/ Directors	3	3	5	1 0

SOURCE: MOUNT ROYAL COLLEGE

TABLE B-13

RED DEER COLLEGE, CITIZENSHIP OF ACADEMIC STAFF BY DIVISION
1970-1971

	Arts	Science	Nurs.	Bus.	Phys. Ed.	Educ.	Counsel- ling	Total
Canadian	16	12	4	2	4	5	4	47(88.7%)
Non-Canadian	2	3	0	1	0	0	0	6(11.3%)
Total Staff	18	15	4	3	4	5	4	53

SOURCE: Red Deer College

TABLE B-14

RED DEER COLLEGE, COUNTRY OF DEGREE OF ACADEMIC STAFF BY DIVISION
1970-1971

	Arts	Science	Nurs.	Bus.	Phys. Ed.	Educ.	Counsel- ling/ Admin.	Total
UNDERGRADUATE								
Canada	14	12	3	2	4	4	3	42(79.3%)
U.S.	3	0	1	1	0	0	0	5(9.4%)
Britain	0	0	0	0	0	0	1	1(1.9%)
Other	1	3	0	0	0	1	0	5(9.4%)
GRADUATE								
Canada	16	12	0	2	2	4	1	37(69.8%)
U.S.	2	0	4	1	2	1	2	12(22.6%)
Britain	0	0	0	0	0	0	1	1(1.9%)
Other	0	1	0	0	0	0	0	1(1.9%)
None Obtained	0	2	0	0	0	0	0	2(3.8%)

SOURCE: Red Deer College

TABLE B-15

RED DEER COLLEGE, CITIZENSHIP AND COUNTRY OF GRADUATE DEGREE OF
ADMINISTRATIVE STAFF
1970-1971

ADMINISTRATIVE POSITIONS	CITIZENSHIP		GRADUATE DEGREE		
	Canadian	Non-Canadian	Canada	United States	None Obtained
Department Chairman/ Director	6	0	5	1	
Librarian	1	0	0	1	
Assistant Registrar	1	0	1	0	

SOURCE: Red Deer College

TABLE B-16

ALBERTA COLLEGES, HOLDING OF DOCTORAL DEGREE ON
APPOINTMENT BY CANADIANS AND NON-CANADIANS OF ACADEMIC STAFF
BY YEAR OF APPOINTMENT

YEAR OF APPOINTMENT	CANADIAN Ph.D.	CANADIAN Non-Ph.D.	NON-CANADIAN Ph.D.	NON-CANADIAN Non-Ph.D.	NATIONALITY UNKNOWN Non-Ph.d.
1942-58		6		1	
1960-65		36		6	1
1966		25		2	
1967		19		10	
1968	1	28		2	1
1969	3	47	1	19	1
1970	3	47	2	12	3
1971 (incomplete)		22			
TOTALS	7	210	3	52	6

SOURCE: Research Department and the colleges

TABLE B-17

ALBERTA COLLEGES, COUNTRY OF EDUCATION OF
ACADEMIC STAFF, 1970-71

	Grande Prairie	Leth- bridge	Medicine Hat	Mount Royal	Red Deer	TOTAL
UNDERGRADUATE DEGREE						
Canada	73.1%	73.2%	57.7%	64.9%	79.3%	69.5%
U.S.	26.9	21.4	30.8	24.5	9.4	21.8
Britain	0	0	3.8	1.8	1.9	1.4
Other	0	1.8	7.7	7.9	9.4	6.2
None indicated	, 0	3.6	0	.9	0	1.1
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
GRADUATE DEGREE						
Canada	50.0	10.7	53.9	47.4	69.8	45.1
U.S.	30.8	33.9	42.3	28.1	22.6	29.8
Britain	0	0	0	0	1.9	.4
Other	0	0	0	2.6	1.9	1.4
None obtained	19.2	55.4	3.8	21.9	3.8	23.3
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SOURCE: Research Department and the colleges

TABLE B-18

ALBERTA COLLEGES, CITIZENSHIP AND COUNTRY OF GRADUATE EDUCATION
OF ADMINISTRATIVE STAFF AS OF JUNE 1, 1971

<u>Position</u>	<u>Citizenship Status</u>		<u>Country of Graduate Education</u>		
	Canadian	Non- Canadian	Canada	Other	None Obtained
Division or Dept. Head Director	28	2	16	12	2
Librarian	3		1	1	1
Registrar/ Asst. Registrar	2		2		
Counsellors	$\frac{8}{41}$	$\frac{4}{6}$	$\frac{4}{23}$	$\frac{5}{18}$	$\frac{2}{5}$ a
	(87%)	(13%)	(56%)	(44%)	—

a Not included in calculations

SOURCE: Research Department and the colleges

TABLE C-1

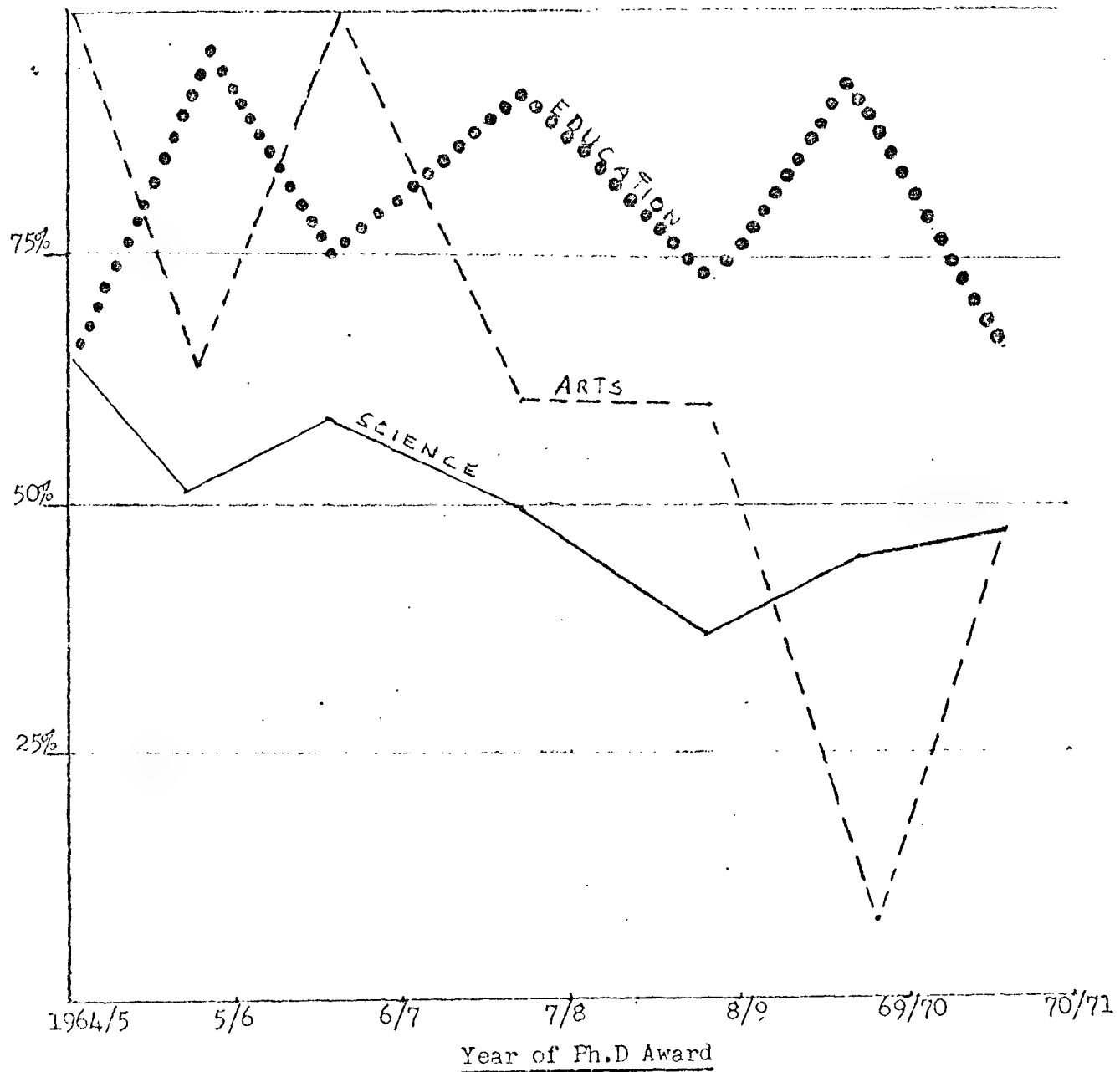
ALBERTA UNIVERSITIES, NON-CANADIAN GRADUATE STUDENTS
1967-1971

Academic Year	Landed Immigrants	Student Visas	Total Non-Canadian	All Graduates	Non-Canadians as a % of all Graduate
1967-68	304	522	826	1,997	41.4%
68-69	422	596	1,018	2,446	41.6%
69-70	605	592	1,197	2,876	41.6%
70-71	787	484	1,271	3,008	42.3%

SOURCE: Alberta Universities Commission

FIGURE C-1

UNIVERSITY OF ALBERTA, CANADIAN GRADUATE STUDENTS AWARDED PH.D.'s
BY MAJOR FACULTIES, 1964 - 1971 ^a

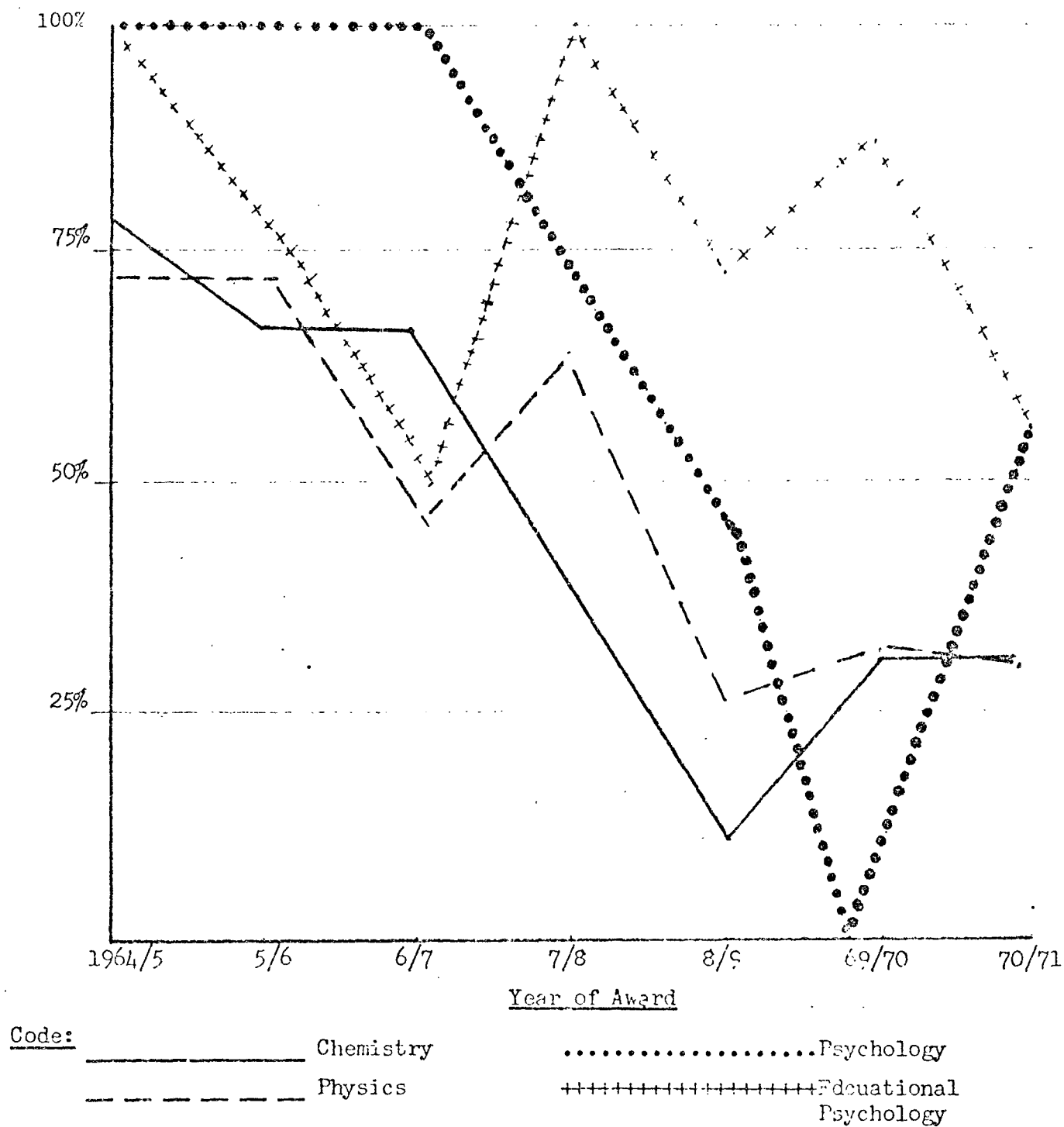


Code: _____ Science
 _____ Arts
 Education

^a
Canadian as judged by country of first degree

SOURCE: Research Department and the University of Alberta

FIGURE C-2
UNIVERSITY OF ALBERTA, CANADIAN GRADUATE STUDENTS AWARDED PH.D.'s
BY FOUR MOST PRODUCTIVE DEPARTMENTS, 1964-1970^a



^a
Canadian as judged by country of first degree

SOURCE: Research Department and the University of Alberta

APPENDIX C
STUDENT SURVEY

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EXPLANATION AND DISCUSSION

The research department of the Committee conducted a survey of students in the universities and colleges of the province through the Minister of Education. The students were asked to describe their experience with Canadian literature, to estimate the Canadian content in the introductory courses which they had taken in the social sciences and humanities, and to estimate the attention given to Canadian aspects and/or issues in courses which they had taken in their major discipline. Nine hundred students were chosen in a stratified random sample and were mailed a questionnaire; 475 students returned the questionnaire, meeting the minimum standard of 50 per cent return for each institution. Approximately 2 per cent of the students at Calgary and Alberta were contacted, while higher proportions were contacted at Lethbridge and the colleges to obtain sufficient responses for significant results. Table D-1 indicates the composition of the sample and the proportions of returns for the institutions.

For each introductory arts course which the student had taken at his present institution, he judged whether the "emphasis on Canadian issues and/or aspects" was "heavy (75% or more), moderate (50-74%), some (25-49%), slight (1-24%), or Did not Cover Canadian Issues." Then the student indicated whether, to the best of his knowledge, the instructor in the course was "Canadian", "Non-Canadian" or "Nationality Not Known".

The results of the students' evaluation are contained in Tables D-3, 4, 5. These tables indicate students' evaluation of each introductory course, for each institution, by citizenship of instructor. The responses to "Art", "Drama" and "Music" were grouped together as "Fine Arts" to achieve a significant number of responses. The "mean scale score" was determined by

weighting all those responses classified from "heavy emphasis" to "no emphasis" (with "heavy emphasis" receiving a weighting of "1" and "no emphasis" receiving a weighting of "5".) The weightings, each multiplied by the frequency of their responses, were summated and then divided by the total frequency.

Of all the disciplines, emphasis on Canadian phenomena was found to be highest in Economics , Political Science, and Geography; was moderate in Sociology, History, and Anthropology; and was least in English, Psychology, and Fine Arts. Canadians were found to exceed non-Canadians in their emphasis on Canadian phenomena in every discipline considered as a whole, for all institutions, although non-Canadians exceeded Canadians in such emphasis in several disciplines at particular institutions. Canadian and non-Canadian instructors varied most in their emphasis on Canadian phenomena in English, Political Science, and History. Canadian and non-Canadian instructors varied less in emphasis in Geography, Sociology and Psychology. Finally, Canadian and non-Canadian instructors varied least in the difference in emphasis in Fine Arts, Economics and Anthropology.

In testing differences of emphasis for statistical significance, it was found that except for the z-scores for Anthropology, Economics, and Fine Arts, the differences between Canadian and non-Canadian instructors were significant at the .01 level; that is, one can be confident that in 99 cases out of 100 the differences between the sample of Canadian instructors and the sample of non-Canadian instructors cannot be validly attributed to chance. Of course, individual instructors could differ very much from the mean for their discipline as a whole

or for their department in their university or college. Individual non-Canadians might well exceed Canadians in emphasis on Canadian phenomena and be "better citizens" than the Canadians in Dr. Carrothers' sense.

The heads of fifteen departments of the three universities responded to the Committee's request for comments on the student survey. Only five of the fifteen departments found fault with the survey. English at Calgary, Drama at Alberta, and History at Lethbridge objected to any survey at all in the matter of course content. English at Calgary felt that the survey yielded "tenuous and misleading mean readings and graphs which lend themselves so poorly to evaluation of the humanities", and Drama at Alberta felt that the "Fine Arts, in particular, are not areas in which mathematical means are particularly relevant". The head of Drama respected the Committee's inquiry but was reminded of a remark attributed to Disraeli: "Lies, damned lies and statistics." The Department of Art at Alberta objected to the grouping of art, drama, and music under Fine Arts; it felt that differences among various types of introductory courses should have been recognized; it felt that the questions prejudiced students in their answers; and it wondered whether the returns were sufficient. Psychology at Alberta objected to the reliance on students' judgments of both content and citizenship.

Other departments accepted the survey implicitly or explicitly. For example, the head of Psychology at Calgary commented, "your statistical results appear quite reasonable".

Only one department commented specifically on the differences between Canadians and non-Canadians in emphasis on Canadian phenomena.

The head of Political Science at Alberta found "nothing either surprising or disturbing" in the differences. One might conclude from the statistics, he thought, that Canadians know too little about foreign government, with the result that comparisons and contrasts between Canadian and foreign governments are lost for the student.

The head of Economics at Alberta explained his department's comparatively great attention to Canadian phenomena in terms of the age of his discipline in Canada and of its interest in practical affairs. Presumably, the discipline is old enough to have accumulated a considerable knowledge of Canadian phenomena and it is more committed than other disciplines to that end.

Heads of other departments explained their comparative inattention to Canadian phenomena in terms of their other interests, either in their programme as a whole, or in their introductory courses in particular. English at Calgary and Music and Drama at Alberta are interested in general or universal art, and Anthropology at Alberta and Geography at Calgary and Alberta are interested in general or universal knowledge. Students should know Canadian literature, but they should know it with a "good background of literary knowledge and a sense of continuity". Students are taught "the history of music from ancient times to the present"; since Canadian music is very recent, it is feasible to touch upon it "only in the slightest sense". The student's Canadian identity and his knowledge of Canadian phenomena are taken for granted by Drama, Anthropology, and Geography, with the consequence that he is taught fairly exclusively about non-Canadian phenomena.

In Drama, "the substance, object, content, and source" of the material of courses are the students, and since students are Canadians, "aspects and issues are, by force, Canadian". Anthropology's "concern with the majority of student is that they be provided with a perspective for understanding cultures different than their own". And in Geography there is a "reasonable basis for minimizing the Canadian content per se ...in the sense that comparisons and contrasts are inevitably drawn by the student with his own experience".

Music and Drama at Alberta and Psychology at Calgary and Alberta are interested in phenomena without significant geographic characteristics, namely, the skills of performance and the biology of human perception, thought, and action. Anthropology at Alberta and Geography at Calgary are interested in phenomena with significant geographic characteristics, but without significant Canadian or other national aspects. English at Calgary, History at Calgary and Alberta, Geography at Calgary, and Music at Lethbridge are interested in national phenomena other than Canadian in their introductory courses. Of course, English is concerned with British literature. Introductory History at Alberta is a course in European history, whose limited opportunities for Canadian content make it surprising that there should be any differences among instructors in amount of Canadian content. Introductory History at Calgary is a course in historical methods and interpretation which may deal with Canada but which may also deal with other countries of the instructor's special knowledge. Introductory Geography at Calgary may be a course in world-wide geography or it may be a course in regional

geography dealing with Canada or other countries of the instructor's special knowledge. Music at Lethbridge gives great attention to German and Austrian composers as the dominant forces in Canadian musical culture, but it also gives attention to an "increasing number of Canadian musicians and composers worthy of recognition and of inclusion in music literature courses". The department has no doubt that the Committee's investigation will "cause every educator, foreign or Canadian, to examine his subject with an eye to the inclusion of appropriate significant Canadian material in his teaching".

Finally, one department explained its inattention to Canadian phenomena in terms of the lack of knowledge in its field. According to the Psychology department at Calgary, there should be attention to Canada in the fields of personality, social psychology, measurement, and the psychology of health, education, and industry. Yet so little research has been done in Canada that one can reasonably expect only slight attention to her. "Little psychological research was done in Canada until the late forties and we really were not very active until the late fifties".

STUDENT SURVEY, QUESTIONNAIRE

MOIR COMMITTEE - STUDENT SURVEY

THIS QUESTIONNAIRE WILL TAKE A MAXIMUM OF 20 MINUTES TO COMPLETE. PLEASE CHECK THE APPROPRIATE BLANKS OR FILL-IN ANSWERS WHERE NECESSARY. WHEN YOU HAVE COMPLETED THE QUESTIONNAIRE PUT IT IN THE ENCLOSED RETURN ENVELOPE AND POST IT PROMPTLY. PLEASE DO NOT IDENTIFY YOURSELF.

1. a) Have you taken any English Literature courses at an Alberta university/college?
☐ YES ☐ NO
b) If "yes", did you have to read a Canadian:
Novelist ☐ YES ☐ NO
Poet ☐ YES ☐ NO
c) If so, for what course or courses: _____
2. If you have a favourite Canadian author or poet, please give his or her name below:

3. If you attended high school in Alberta:
Were you encouraged to read Canadian authors in secondary (high) school?
☐ NEVER ☐ SELDOM ☐ OFTEN ☐ NOT APPLICABLE
4. Have you been encouraged to read Canadian poets or novelists in college/university in Alberta?
☐ NEVER ☐ SELDOM ☐ OFTEN
5. Have you at any time purchased on your own initiative a novel or book of readings (short stories or poems) authored by a Canadian?
☐ YES ☐ NO
6. If you have not read any Canadian literature, why?
☐ Never had to
☐ Canadian literature does not appeal to me
☐ I am not familiar with Canadian literature
☐ Other (specify: _____)
7. Check below if you are:
☐ English major
☐ Education student specializing in English

For each area in which you have taken (or are presently taking) an INTRODUCTORY course at your PRESENT college/university, check the appropriate columns.

AREA	EMPHASIS ON CANADIAN ISSUES AND/OR ASPECTS				THE INSTRUCTOR WAS, TO THE BEST OF MY KNOWLEDGE			
	Heavy (75% or more)	Moderate (50-74%)	Some (25-49%)	Slight (1-24%)	Did not cover Canadian issues	Canadian	Non- Canadian	I do not know his/ her nationality
ANTHROPOLOGY								
ART								
DRAMA								
ECONOMICS								
ENGLISH								
GEOGRAPHY								
HISTORY								
MUSIC								
POLITICAL SCIENCE								
PSYCHOLOGY								
SOCIOLOGY								
Any other courses you wish to comment upon:								

9. In terms of your discipline (i.e. area of speciality), which is (fill-in) complete the following table, considering all the courses which you have taken at your PARENT institution, that were relevant to your major field. (EXAMPLE: If you are an Education student, consider the courses you took relating to education; if a Political Science student, those courses relating to Political Science; if a Physics student, those courses relating to Physics.)

	EMPHASIS GIVEN TO THIS AREA			NOT COVERED	NOT APPROPRIATE IN MY ESTIMATION
	Heavy (75% or more)	Moderate (50-74%)	Some (25-49%)		
History of the discipline in Canada					
Philosophy of the discipline in Canada					
Organizational structure of the discipline in Canada					
Trends of the discipline in Canada					
Achievements of Canadians in your discipline					3
Distinguished Canadians in your field					
Problems in your discipline relevant to Canada					
Occupational opportunities in Canada relevant to your discipline					
Opportunities for research/ research needs in your discipline in Canada					
Resources (e.g. universities) relevant to your discipline in Canada					

10. Regarding yourself, please fill-in the following:

a) Age ____

b) Institution which you are presently attending:

<input type="checkbox"/> Univ. of Alta, Edmonton	<input type="checkbox"/> Lethbridge College
<input type="checkbox"/> Univ. of Calgary	<input type="checkbox"/> Medicine Hat College
<input type="checkbox"/> Univ. of Lethbridge	<input type="checkbox"/> Mount Royal College
<input type="checkbox"/> Grande Prairie College	<input type="checkbox"/> Red Deer College

c) Year of program:

☐ 1st yr. ☐ 2nd yr. ☐ 3rd yr. ☐ 4th yr. ☐ Graduate Studies

d) Type of program:

☐ Pass ☐ Honours ☐ Masters ☐ Doctoral (or provisional)
☐ Other (specify: _____)

e) Faculty: _____ Major: _____

f) Degree, diploma, or certificate towards which you are working
(e.g. B.Ed., M.A., 2 yr. diploma in Nursing, 1 yr. certificate in
Secretarial Science, etc.)

g) If you are enrolled in a college fill-in the appropriate blank:

☐ Transfer Program (A) ☐ Non-Transfer Program (B)
☐ Other (specify: _____)

h) Location of majority of secondary education:

☐ Alberta city
☐ Alberta small town (population of 5,000 or less)
☐ Western Canada (excluding Alberta)
☐ Other part of Canada
☐ United States
☐ Britain
☐ Other (specify: _____)

i) Did you start your work toward a post-secondary degree/diploma
in Alberta?

☐ YES ☐ NO

NOTE: If your educational goals are not adequately covered above,
please give a description of them here:

11. At this point, if you have comments regarding Canadian content and/or staff, and how this relates to your discipline, please offer them below:

12. Note below whatever comments you wish to make regarding the Education system in Alberta:

PLEASE CHECK TO SEE THAT YOU HAVE FILLED-OUT ALL THE APPROPRIATE BOXES IN THE TWO CHARTS. THEN, ENCLOSE THIS QUESTIONNAIRE IN THE POSTPAID ENVELOPE AND RETURN IT PROMPTLY, IF AT ALL POSSIBLE. THANK-YOU

TABLE D-1

STUDENT SURVEY, SAMPLE COMPOSITION

INSTITUTION	TOTAL ENROLLMENT	^a QUESTIONNAIRES RETURNED	RETURNS AS A % OF ENROLLMENT FOR INSTITUTION
<hr/>			
Universities:			
Edmonton	18,345	227	1.2%
Calgary	9,237	108	1.2%
Lethbridge	1,409	64	4.5%
<hr/>			
Colleges:			
Grande Prairie	217	4,556	1.7%
Lethbridge Comm.			
College	922		
Medicine Hat	355		
Mount Royal	2,257		
Red Deer	805		
<hr/>			
<hr/>			

^a

Universities: Universities Commission, Auditor's Report, December 1, 1970

Colleges: Alberta Colleges Commission, Net Enrollment figures.

SOURCE: Student Survey, Sample Composition

TABLE D-2

STUDENT SURVEY, SAMPLE PROFILE

	University of Alberta (n=227) %	University of Calgary (n=107) %	University of Lethbridge %	Colleges %	TOTAL %
YEAR OF PROGRAM					
First	26.0	23.4	25.0	82.9	34.3
Second	26.4	26.2	17.2	15.8	23.5
Third	22.5	25.2	32.8	--	20.8
Fourth	12.8	12.1	25.0	--	12.2
Grad. Studies	12.3	13.1	--	--	8.8
Non-Answer	--	--	--	1.3	.4
TYPE OF PROGRAM					
Pass	72.7	79.4	86.0	82.9	77.1
Honours	8.8	6.6	10.9	2.6	7.8
Masters	5.3	7.5	--	--	4.2
Doctoral	5.7	3.7	--	--	3.8
Other	6.6	.9	--	11.9	5.2
Non-Answer	.9	1.9	3.1	2.6	1.9

SOURCE: STUDENT SURVEY, SAMPLE PROFILE

TABLE D-3

MEAN SCALE SCORES OF INTRODUCTORY COURSES
BY INSTITUTION

	<u>University Of Alberta</u>	<u>University Of Calgary</u>	<u>University of Lethbridge</u>	<u>Colleges</u>	<u>TOTAL</u>
Anthropology	3.94	3.79	4.00	3.20	3.89
Economics	2.44	2.48	2.00	2.72	2.41
English	4.22	4.43	4.16	3.67	4.16
Fine Arts	4.06	4.55	4.36	4.50	4.46
Geography	3.07	3.24	2.95	2.78	3.06
History	3.58	4.18	4.11	3.65	3.84
Political Science	2.37	3.71	2.81	2.50	2.70
Psychology	4.48	4.51	4.50	4.21	4.44
Sociology	3.57	3.82	3.36	3.46	3.56

TABLE D-4

MEAN SCALE SCORES OF INTRODUCTORY COURSES
BY CITIZENSHIP OF INSTRUCTORS BY INSTITUTIONS

SUBJECT	UNIVERSITY OF ALBERTA			UNIVERSITY OF CALGARY			UNIVERSITY OF LETHBRIDGE			COLLEGES			TOTAL INSTITUTIONS		
	Cdn.	Non-Cdn.	Un-known	Cdn.	Non-Cdn.	Un-known	Cdn.	Non-Cdn.	Un-known	Cdn.	Non-Cdn.	Un-known	Cdn.	Non-Cdn.	Un-known
ANTHROPOLOGY	3.25	4.13	4.50 ^a	3.20	3.73	4.25	4.11	3.87	4.40	3.00	3.50 ^a	---	3.52	3.93	4.33
ECONOMICS	1.95	2.74	2.45	1.83	2.52	3.25	2.00	2.00	2.00 ^a	2.64	3.00	2.00 ^a	2.12	2.54	2.56
ENGLISH	4.11	4.40	4.00	4.13	4.75	4.50	3.78	4.27	4.83	3.40	4.17	4.33	3.87	4.40	4.28
FINE ARTS	3.70	4.38	4.14	4.67	4.50	4.50	3.65	4.57	4.69	5.00 ^a	4.00 ^a	5.00 ^a	3.89	4.43	4.52
GEOGRAPHY	2.64	3.13	3.75	2.00	3.63	2.00 ^a	2.00	3.50	3.00	2.88	2.00 ^a	---	2.48	3.32	3.22
HISTORY	2.44	4.47	4.16	3.89	4.25	4.43	3.25	4.50	5.00	3.62	3.40	4.00	3.17	4.33	4.30
POLITICAL SCIENCE	2.00	3.06	1.33	2.00	3.91	5.00 ^a	2.57	2.76	4.50	2.17	3.17	---	2.14	3.13	2.88
PSYCHOLOGY	4.18	4.58	4.53	4.37	4.75	4.44	4.46	4.48	4.63	4.22	4.75	3.33	4.28	4.59	4.44
SOCIOLOGY	2.85	3.93	3.26	3.20	4.00	3.30	3.10	3.38	4.13	3.37	3.50	3.33	3.12	3.80	3.42

^a Indicates frequency less than 3.

FIGURE D-1

EMPHASIS ON CANADIAN
ISSUES

MEAN SCALE SCORES OF INTRODUCTORY COURSES BY
CITIZENSHIP OF INSTRUCTORS FOR ALL INSTITUTIONS

CANADIAN
Non-Canadian
x x UNKNOWN CITIZENSHIP

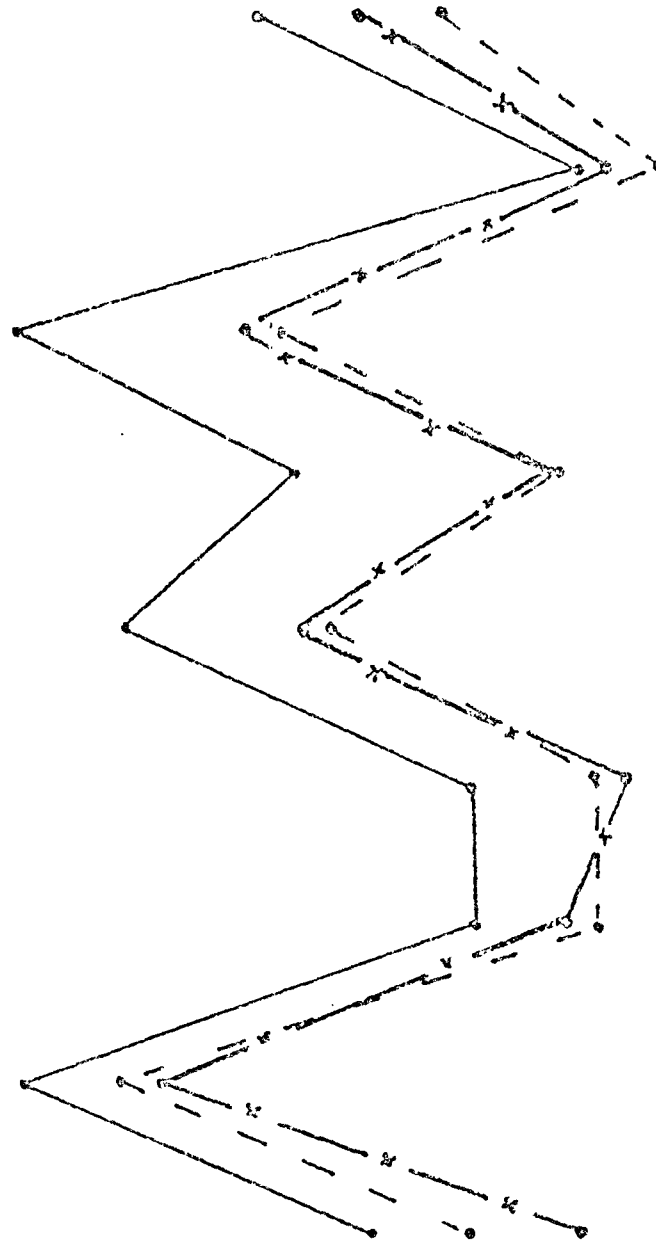
HEAVY
(75% +)

MODERATE 2
(50 - 74%)

SOME 3
(25 - 49%)

SLIGHT 4
(1 - 24%)

DID NOT
COVER CDN.
ISSUES 5



S U R V E Y

TABLE D-5

DIFFERENCES IN MEAN SCALE SCORES OF INTRODUCTORY COURSES
BETWEEN CANADIAN/NON-CANADIAN INSTRUCTORS BY INSTITUTIONS^a

SUBJECT	UNIVERSITY OF ALBERTA	UNIVERSITY OF CALGARY	UNIVERSITY OF LETHBRIDGE	COLLEGES	TOTAL INSTITUTIONS
ANTHROPOLOGY	.88	.53	- .24	b	.41
ECONOMICS	.79	.69	0	.36	.42
ENGLISH	.29	.62	.49	.77	.53
FINE ARTS	.68	- .17	.92	b	.54
GEOGRAPHY	.49	1.63	1.50	b	.84
HISTORY	2.03	.36	1.25	- .22	1.16
POLITICAL SCIENCE	1.06	b	.19	1.00	.99
PSYCHOLOGY	.40	.38	.02	.53	.31
SOCIOLOGY	1.08	.80	.28	.13	.68

a

Negative number indicates Non-Canadian instructors perceived as giving more Canadian content

b

Difference not calculated due to small frequencies involved

TABLE D-6

PERCENTAGE OF STUDENTS
WHO HAD FAVOURITE CANADIAN AUTHORS/POETS

NONE	NUMBER OF FAVOURITES LISTED					
	1	2	3	4	5	6 OR MORE
40.0%	44.1%	10.5%	2.7%	1.5%	.6%	.6%

TABLE D-7

PERCENTAGE OF STUDENTS
ENCOURAGED TO READ CANADIAN NOVELISTS/POETS
IN ALBERTA UNIVERSITIES/COLLEGES

Never	DEGREE Seldom	OF Often	ENCOURAGEMENT Comment	Non-Answer
43.9%	42.6%	7.9%	.4%	5.2%

TABLE D-8

PERCENTAGE OF STUDENTS
WHO PURCHASED, ON THEIR OWN INITIATIVE,
A CANADIAN NOVEL OR BOOK OF READINGS

Have Purchased (%)	Have Never Purchased (%)	Comment (%)	Non-Answer (%)
55.9	42.0	.2	1.9

TABLE D-9

PERCENTAGE TABLE OF
REASONS GIVEN FOR NOT READING ANY CANADIAN LITERATURE

"Never Had To"	"Canadian Literature Does Not Appeal to me"	"I am not familiar with Canadian Lit."	Other Reason	Not Applicable (Student has read Canadian literature
5.3%	2.5%	17.0%	6.7%	68.5%

[illegible]

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